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ABSTRACT

The units contained in this guide are intended primarily as resource materials to assist grade 3 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. There are 2 units relating to language arts (covering letterwriting and newspapers), 21 units relating to social studies (covering self-awareness, the community, the school, transportation, the environment, and the family), 6 science-related units (covering marine occupations, conservation, electricity, nutrition, photography, and water), and 1 unit relating to mathematics (money). Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. (TA)

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ED142776

CAREER EDUCATION RESOURCE UNITS

GRADE: 3

April, 1976

NEWARK SCHOOL DISTRICT

NEWARK, DELAWARE

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CAREER EDUCATION RESOURCE UNITS

Developed by:

Teachers of Newark School District
Newark, Delaware

and the

Career Education Instructional System

A K-12 Exemplary Project in Career Education
Conducted Under
Part D of Public Law 90-576

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FOREWORD

The career education resource units included in this guide have been developed and implemented by Newark School District teachers. These materials are intended to be utilized as resource materials. They can be adapted by existing curriculum, or they may be utilized as complete units.

Career education has rapidly become an educational priority at the national, state, and local levels. Hopefully these resource units will facilitate the integration of career concepts into the K-12 curriculum in a manner consistent with the educational needs of students.

Loren J. Thompson
Project Director

INTRODUCTION

A major thrust of the Career Education Program is to assist students in preparation for a meaningful and successful life of work. The scope of career education begins with educational experiences in early childhood and continues throughout an individuals lifetime.

Initial emphasis of a career education program provides for an awareness of the world of work and direct experiences to motivate the learner's interest. As a child moves through school he increases his familiarity with the world of work and investigates the many options available to him. He then acquires the knowledge and training necessary to obtain meaningful employment or enter a post secondary institution upon leaving school.

The units which appear in these Career Education Resource Volumes were developed by elementary teachers in the Newark School District. The units are organized by grade level. A special volume entitled "Special Programs" has been assembled for programs appropriate for multi-grade activities.

The function of these units is to serve as a guide for teachers who are interested in adapting aspects of career education to their curriculum. They are intended to be utilized primarily as resource materials that can assist teachers in identifying units into which career concepts can be infused, and also in identifying instructional activities that correlate basic skill and career education objectives.

Components of each volume include introductory information which includes the district definition of career education and career program goals, the instructional unit, and a listing of the teachers who developed the materials along with the school where the materials were field tested.

Rationale for Elementary Career Awareness:

The child in his early years is in the process of defining roles; family roles to enable him to differ between father and mother; community helper roles which help him identify the mailman, the grocer, the truck driver and so on. The Awareness Phase can capitalize on this natural process of job identification in children, and help develop a sense of the great number of job opportunities available to adults. The Awareness Phase provides a broad base of reference which the child can use to narrow his choices of career possibilities and follow those choices in greater depth during his adolescent life.

Responsible attitudes toward work must be cultivated during the formative stages of development; the early years of a child's school life. His feelings toward himself and others, his dependability, his perseverance, his promptness, and the other fundamental building blocks of his character are formed during this early period. No matter what job the child eventually chooses, these positive attitudes will help assure success.

Occupational aspirations and positive work attitudes are important aspects of an Awareness Program, but they are of little real value without the basic skills of communication and computation, and the ability to think clearly. Since these basic skills are presently a fundamental part of an elementary school program, the Awareness Phase of career education begun at this level, will help knit these basic components together to give each child a first step on the way to a meaningful and satisfying career pursuit.

Definition of Career Education:

Career Education is a comprehensive educational goal designed to provide all youth the opportunity for career awareness and the opportunity to attain skills necessary to achieve economic independence and an appreciation of the dignity of work.

Goals for Elementary Career Awareness:

GOAL 1: TO DEVELOP IN PUPILS POSITIVE ATTITUDES ABOUT THE PERSONAL AND SOCIAL SIGNIFICANCE OF WORK.

SUB GOALS: To develop in pupils an awareness that:

1. People need to work to preserve and advance society.
2. People work for rewards and satisfaction.
3. There are rules for all kinds of work.
4. All kinds of work are interdependent and should benefit society.
5. Attitudes and personality factors have an effect on work, performance, and success.
6. All work has dignity and is worthwhile.
7. All work involves the production of either goods or services.

GOAL 2: TO DEVELOP EACH PUPIL'S SELF-AWARENESS.

SUB GOAL: To develop in pupils an awareness that:

1. All people have dignity and are worthwhile.

2. People have differing abilities, values, attitudes, and interests; and occupations differ in their requirements and prospects.

3. Understanding and accepting oneself is a continuing developmental process which is influenced by experiences throughout life.

4. Each person assumes several different roles in relation to the people and situations with which he comes in contact.

GOAL 3: TO DEVELOP AND EXPAND THE OCCUPATIONAL AWARENESS AND OCCUPATIONAL ASPIRATIONS OF THE PUPILS.

SUB GOALS: To develop in pupils an awareness that:

1. All kinds of work need some skill or training.

2. All people can and should contribute their talents and capabilities to the world of work.

3. People should adapt to technological and sociological changes which create or eliminate work.

4. Environmental and cultural factors determine the kinds of work available.

5. Man's work affects his way of life.

GOAL 4: TO IMPROVE OVERALL PUPIL PERFORMANCE BY UNIFYING AND FOCUSING BASIC SUBJECTS AROUND A CAREER DEVELOPMENT THEME.

SUB GOAL: To develop in pupils an awareness that:

1. All kinds of work need basic skills and training.

2. Skills developed through basic subject materials can lead to an enjoyment of both work and leisure activities.

3. Acquisition of fundamental competencies is necessary for future skill development.

4. Communication skills developed through basic subjects can lead to better interaction and job understanding.

5. Successful learning experiences in basic subject areas are fundamental to achieveing career interests and making adequate decisions.

6. Variety in depth and types of skill development effects interdependency among people.

LANGUAGE ARTS

Unit Title: FRIENDLY LETTERS

I. Unit Overview: This unit follows the skill development of cursive writing, capitalization, punctuation, and writing sentences.

The rationale for this unit is that it enables the student to bring together previously learned skills and newly learned concepts under one heading: letter writing.

The student will learn the pattern and format for writing individual friendly letters. He will receive satisfaction from knowing he is expressing ideas in an acceptable social manner. He will be given an opportunity to carefully write friendly letters, prepare envelopes, and mail his letter in hopes of receiving a reply.

II. Unit Content Outline:
- A. Parts of a letter
  1. Heading
  2. Greeting
  3. Body
  4. Closing
  5. Signature (your name)
- B. Addressing an envelope
- C. Writing a friendly letter
- D. Placing a stamp on an envelope
- E. Mailing a letter

III. Unit Objective: At the conclusion of this unit the student will be able to write a friendly letter to a famous person asking about their job.

IV. Unit Description:

A. Criterion-Referenced Objectives: Students will be able...
1. to write at least one (1) friendly letter which will include a heading, a greeting, a body, a closing and a name.
2. to write a paragraph to a famous person making inquiries about their jobs. The paragraph will include three sentences. Acceptability will be determined by the teacher.
3. Given reference materials, the student will be able to locate and write correctly the address, on an envelope, of a famous person to whom he has written a letter.
4. to place a stamp correctly on the upper right hand corner of an envelope.
5. place his letter in a mail box. Acceptability will be determined by the student.

B. Learning Activities:

1. Read, "How the First Letter was Written" by Rudyard Kipling. Discuss the story.
2. Make a chart showing the parts of a friendly letter. Discuss each part.
3. Provide each student with a ditto sheet for the heading of a letter. Have the students work on the ditto and go over them as a class when everyone is finished.
4. Provide each student with a ditto sheet for the greeting of a letter. Have the students work on the ditto and go over them as a class when everyone is finished.
5. Provide each student with a ditto sheet for the closing and name of a letter. Have the students work on the ditto and go over them as a class when everyone is finished.
6. Have the students dictate a letter and write it on the blackboard. Stress the importance of indenting the first word in the body of the letter and keeping a straight margin on each part of the letter. Afterwards, have the students copy the letter.
7. As soon as the basic pattern is mastered, encourage the students to write individual letters. These maybe to classmates who are ill, a class who has just presented a play, etc.
8. Have the students each select a famous person to whom they should like to write a letter in anticipation of receiving a reply. This might be the President of the United States, Mayor of their city, Senator, T.V. or film personality, sports figure, etc. The body of the letter is to include three or more sentences inquiring about the person's job. Allow the students to write their letters. When they are finished have them check their letters with the evaluation chart. Collect the letters.
9. Have each student to bring in an unused stamp and envelope. These are to be placed in his desk.
10. On the chalkboard draw an envelope and show how an envelope is addressed. Use a student's name and return address of the school in the upper left corner stressing a straight margin. Use the address of the President as an example of where the letter is going to go, stress a straight margin, the complete address, and neatness and legibility.
11. Have students fold a piece of unlined paper in half pretending it is an envelope. Have them copy the address from the blackboard into the folded paper. Allow them to draw and color a stamp in the upper right hand corner.
12. Provide the students with reference materials and allow them to copy the address of the famous person they wrote their letters to. Allow them to copy the address on lined paper. The teacher should check to see that the students are copying the addresses correctly.

13. Now allow the students to address their envelopes and place the stamp on the upper right hand corner.
14. Return the written letters to each student. Show them how a letter is to be folded to fit into their envelopes. Use a piece of paper to demonstrate.
15. Place the letters inside the envelopes and have each student seal his.
16. Have each student to check where the nearest mail box is to his home and when the mailman picks up the mail. Have him mail his letter.

C. Materials:
   1. Story "How the First Letter was Written" by Rudyard Kipling
   2. Chart showing parts of friendly letter.
   3. Prepared ditto sheets
   4. White lined paper with margins.
   5. Stamps and envelopes
   6. White unlined paper
   7. Reference Materials:
      a. "Current Biography Yearbook: published by the H.W. Wilson Company.
      b. "Super-Stars", an Official Tiger Beat Publication.
      c. "T.V. Superstars" by Richard Robinson.
      d. "10,000 Secrets About 101 Stars" by Liz Dagucon.

D. Evaluation: Make this in a chart and ditto sheets.

   1. Do I have five (5) parts to my letter?
      A heading
      A greeting
      A body
      A closing
      A name
   2. Did I write neatly so that the person who receives my letter can read it easily?
   3. Did I indent the first word of each paragraph?
   4. Did I leave a straight margin on each part of my letter?
   5. Did I tell something interesting?

HEADING

Name _____

A heading tells the place and the date.

1. What is the name of your school?

_____

Did you capitalize each word in the name of your school? Yes__ No__

2. What city and state is your school in?

_____

Did you capitalize the city and state? Yes__ No__
Did you separate the city and state with a comma? Yes__ No__
Did you include a zip code? Yes__ No__

3. What is the date today?

_____

Did you capitalize the Name of the Month? Yes__ No__
Did you put a comma between the day and the year? Yes__ No__

Write in the blanks below the name of your school, the city, the state and zip and the date. Be sure your margin is straight.

_____ Name of School

_____ City, State and Zip Code

_____ Date

GREETING

Name_____

Begin the first word in the greeting with a capital letter. Copy over the following greetings correctly.

dear Mary,_____

dear Jane,_____

dear Mr. Smith,_____

Use a capital letter at the beginning of such words as Mother, Father, Uncle and Aunt in the greeting. Copy over the following greeting correctly.

Dear uncle Harry,_____

Dear father, _____

Dear aunt Mary,_____

Dear mother, _____

Put a comma after the greeting. Copy over the following greetings correctly.

Dear Miss Smith _____

Dear Jane _____

Dear Mr. Jones _____

Dear Mrs. Hall _____

CLOSING AND NAME

Name_____

Begin the first word in the closing with a capital letter. Copy over the following closings correctly.

your friend,_____

sincerely yours,_____

with love,_____

Write the closing you would use if you wrote a letter to your mother.

_____

Write the closing you would use if you didn't know the person very well.

_____

Put a comma after the closing. Write the following closings correctly.

Your friend _____

Sincerely yours _____

With love _____

Begin each part of your name with a capital letter. Write the following names correctly.

mary smith _____

jane johns _____

jack jones _____

clinton hall _____

Unit Title: THE NEWSPAPER

I. Unit Overview: The unit on newspapers is designed to help the children understand why we have newspapers and how they are made. The various sections of the newspaper will be discussed, allowing the children to see the sections and understand their purposes. The children will recognize the many jobs involved in publishing a newspaper, gaining knowledge about what each of these jobs involve and why these people are needed to publish a newspaper.

NOTE: 2 weeks
No. of Students - 112

II. Unit Content Outline: Initiation Procedure -- Have the teacher hold up newspaper for the children to see. Go through the newspaper discussing each section with the class. Students can then break up in small groups for closer examination of copies of a newspaper.

A. The Purpose of Different Newspaper Sections
   1. Front page
      a. Most important page
      b. Must attract buyers
   2. Editorial page
      a. To voice ideas of the editorial staff
      b. To voice opinions of the readers
   3. Sport page
      a. Reports local and national and international events.
   4. Financial page
      a. Reports about business and the stock market.
   5. Human Interest pages
      a. Comics
      b. Daily record
      c. Travel
      d. Art
      e. Theatre
      f. Music
      g. Women's page
      h. Religion
      i. Miscellaneous
   6. Advertising
      a. Profit for newspaper
      b. Way that store promotes sales
      c. Way that consumer learns about sales
      d. Classified ads
         1. Real estate
         2. Job opportunities
         3. Lost and found
         4. Automobile sales

B. Construction of the Newspaper
   1. Getting the news
      a. Newsreporter
      b. Photographer
   2. Compiling the news
      a. Editors
      b. Copyreader
      c. Cartoonists
   3. Printing the paper
      a. Typesetter
      b. Printer
      c. Sterotyper
      d. Pressmen
   4. Distribution of paper
      a. Truckers
      b. Newsboys

III. Unit Objectives: After completing this unit the child will be able to...

1. understand that a newspaper is made up of various parts and sections.
2. realize that the newspaper provides many kinds of services for the people of the community.
3. acquire a new vocabulary relating to the work of this unit.
4. recognize the many jobs connected with the newspaper.

IV. Unit Description:

A. Criterion-Referenced Objectives: After completing all the work associated with this unit, the student will be able...
   1. to distinguish the different parts of the newspaper by matching the various names of the sections to a description of the section.
   2. to name six (6) topics under human interest pages.
   3. to tell in his own words two (2) reasons why we have advertising pages.
   4. Given the steps in the sequence of constructing a newspaper, the child will be able to give at least one (1) job for each.
   5. Given a description of a job in the constructing the newspaper, the child will be able to name that job.
   6. to write a theme on the newspaper job they would like to have and the reason why.

B. Learning Activities:
   1. Look at newspaper and discuss the different sections.
   2. Have students write the purposes of the different sections of the newspaper.
   3. Have a contest on the following day (2) to see who can name the most sections of the newspaper.
   4. Have students make up advertisements.

5. Have students make up classified advertisements.
6. Discuss the steps involved in constructing a newspaper (by using Childcraft, Volume 8, pp. 274-281) and jobs involved.
7. Play "Guess My Job" (following step 6)
8. Illustrate one (1) of the jobs involved in constructing the newspaper.
9. Students will write a theme on the newspaper job they would like to have and their reasons.

C. Materials:
1. Childcraft: Volume 8, pp. 274-281, "Getting the News"
2. English 3--Laidlaw, chapter 6, pp. 190-200.
3. News Journal Kit--Educators Kit
4. Filmstrips:
   a. "The Copley Series"
   b. "Newspaper in the Classroom"
   c. "Your Press, Your Freedom"
   d. "The World At Your Fingertips"
5. Childcraft: Volume 12, pp. 196-197, "Newsprint and Parchment"
6. Newspaper:
   a. "The Morning News"
   b. "Evening Journal"
7. Compton's Young Children's Encyclopedia: Volume 11, pp. 52-57, "How We Get The News"
8. Books:
   a. Newspapers, Laura Sootin, 070-s
   b. Newspaper--History, Sam Epstein, 70.9E.
9. Films:
   a. "Newspaper" (available from News Journal Co.)
10. Filmstrip:
   a. "How to Read the Newspaper"

D. Evaluation: The child will...

PRE AND POST TESTS

1. be able to distinguish between parts of the newspaper by matching names of the sections with a brief description of the section.
2. be able to name six (6) of the topics under human interest pages.
3. be able to tell in his own words two (2) reasons why we have advertising in the newspaper.
4. Given the steps in the sequence of constructing a newspaper, the child will be able to give at least one (1) job for each.
5. Given a description of a job studied in the construction of the newspaper, the child will be able to name the worker.
6. be able to write a paragraph about what job they would like to have and why.

SOCIAL STUDIES

Unit Title: ALASKA

I. Unit Overview: In this unit the students study about our northernmost and largest state, Alaska. Through his study he will learn how people living in a cold region have learned to best use their natural resources and adopt to their environment. They will also learn that people today are still exploring the area for its untapped natural resources and pioneering to establish homes.

II. Unit Content Outline:
- A. Original natives of Alaska
- B. Panhandle Region of Alaska
- C. Western Region of Alaska
- D. Interior Region of Alaska
- E. Artic Region of Alaska

III. Unit Objectives: At the conclusion of this unit the student will be able to...
1. select the continent of which Alaska is a part.
2. compare the size of Alaska to the other states.
3. select Alaska as the 49th state to join the Union.
4. name the country to which Alaska first belonged.
5. select the area of Alaska where most Eskimos live.
6. identify the names used by the Eskimos for their articles of clothing.
7. identify the means of transportation used by the Eskimos.
8. construct a snowhouse.
9. select the most important kind of fishing in Alaska.
10. identify one of Alaska's main industries.
11. identify mineral resources of Alaska.
12. identify the occupation of an Alaskan who brings mail, food, and medicines to villages of Alaska.
13. locate places on a map of Alaska and identify cities, landmarks, and special areas in each of the regions of Alaska.

IV. Unit Description:

Unit Objective #1: At the conclusion of this unit the student will be able to select the continent of which Alaska is a part.

A. Criterion-Referenced Objective:
1. Given a list of three (3) continents, the student will be able to circle correctly the one of which Alaska is a part.

B. Learning Activities:
1. Pass out map ditto and have the students work on it in class.
2. Pass out colored construction paper and have each student to make as Alaska folder. He may decorate the front of his folder after it has been labeled "Alaska" and his name placed on it.
3. Place map in folder.

C. Materials:
1. Dittos "Where Does the Eskimo Live?" from Eskimos of North America by Instructo Corp.
2. Colored construction paper (12" x 18")
3. Crayons

Unit Objective #2: At the conclusion of this unit, the student will be able to compare the size of Alaska to the other states. Locate places on a map of Alaska.

A. Criterion-Referenced Objectives:
1. Given a list of three words or groups of words, the student will be able to correctly circle the one word which compares Alaska in size to the other 49 states.
2. Given a map of Alaska and surrounding areas, the student will be able to correctly identify and label given areas on the map using a number code.

B. Learning Activities:
1. Show and discuss the transparency of the map of Alaska. On the map is shown a comparison of Alaska to Texas in size.
2. Pass out map dittos of Alaska and have students label their maps using the transparency for a guide.
3. Place maps in Alaska folder.

C. Materials:
1. Map of Alaska transparency from "Let's Tour Hawaii and Alaska" by Milliken Publishing Co.
2. Overhead projector
3. Screen
4. Ditto maps of Alaska

Unit Objective #3: Select Alaska as the 49th state to join the Union.

A. Criterion-Referenced Objectives:
1. Given a list of three (3) numbers the student will be able to correctly circle the one number which shows the order in which Alaska becomes a state.

B. Learning Activities:
1. Read and discuss the story "Benny's Flag."

C. Material:
1. Book: "Benny's Flag" by Phyllis Krasilovsky

Unit Objective #4: Students will be able to name the country to which Alaska first belonged.

A. Criterion-Referenced Objectives:
1. Given the names of three (3) countries the student will be able to correctly circle the name of the country to which the land that is now Alaska first belonged.

B. Learning Activities:
1. Show the filmstrip "Alaska, Our Northernmost State."
2. Use a world map to show how explorers came from Russia to Alaska. Discuss what they were searching for.

C. Materials:
1. Filmstrip "Alaska, Our Northernmost State."
2. Filmstrip projector
3. Screen
4. World map

Unit Objective #5: Select the area of Alaska where most Eskimos live.

A. Criterion-Referenced Objective:
1. Given a list of three (3) directions the student will be able to circle correctly the directions in which most Eskimos live in Alaska.

B. Learning Activities:
1. Show and discuss filmstrip, "Eskimos of North America."

C. Materials:
1. Filmstrip: "Eskimos of North America" by Instructo Corporation.
2. Filmstrip projector
3. Screen

Unit Objective #6: Identify the names used by the Eskimos for their articles of clothing.

A. Criterion-Referenced Objectives:
1. Given a statement concerning the name of the shoes worn by Eskimos, the student will be able to indicate whether the statement is true or false by writing "T" for true, "F" for false next to the statement.
2. Given a statement concerning the name of the fur lined hooded jacket worn by the Eskimos, the student will be able to indicate whether the statement is true or false by writing "T" for true, "F" for false next to the statement.

B. Learning Activities:
1. Pass out ditto on "Eskimo Clothing", have them read and complete in class.
2. Place completed ditto in Alaska folder.
3. Pass out ditto on "The Eskimo's Clothes" have students follow directions on the ditto and complete in class.
4. Place ditto in Alaska folder.

C. Materials:
1. Ditto "Eskimo Clothing" from "Eskimo of North America" by Instructo Corporation.
2. Ditto "The Eskimo's Clothes" from "Eskimos of North America" by Instructor Corporation
3. Scissors
4. Crayons

Unit Objective #7: Identify the means of transportation used by the Eskimos.

A. Criterion-Referenced Objectives:
1. Given a list of three Eskimo words, the student will be able to correctly circle the one word which names the type of boat which carries more than one person used by the Eskimos.

B. Learning Activities:
1. Show and discuss these filmstrips
   a. "Eskimos of Alaska-Summer Days"
   b. "Eskimos of Alaska-Hunting and Fishing in Summer"
   c. "Eskimos of Alaska-Hunting and Fishing in Winter"
2. Dittos - "How Eskimos Travel for Food" - Students will work on and complete the picturestrip dittos in class. The finished products will be placed in the Alaska folder.

C. Materials:
1. Filmstrips - listed above (B-1)
2. Filmstrip projector
3. Screen
4. Dittos - How Eskimos Travel for Food from "Eskimos of North America" by Instructo Corporation.
5. Scissors
6. Crayons

Unit Objective #8: Construct a snowhouse.

A. Criterion-Referenced Objectives:
1. Given a ditto sheet which explains how the Eskimos build a snowhouse, providing his own materials, and given step by step directions, each student will construct his own snowhouse. Acceptability will be determined by the teacher.

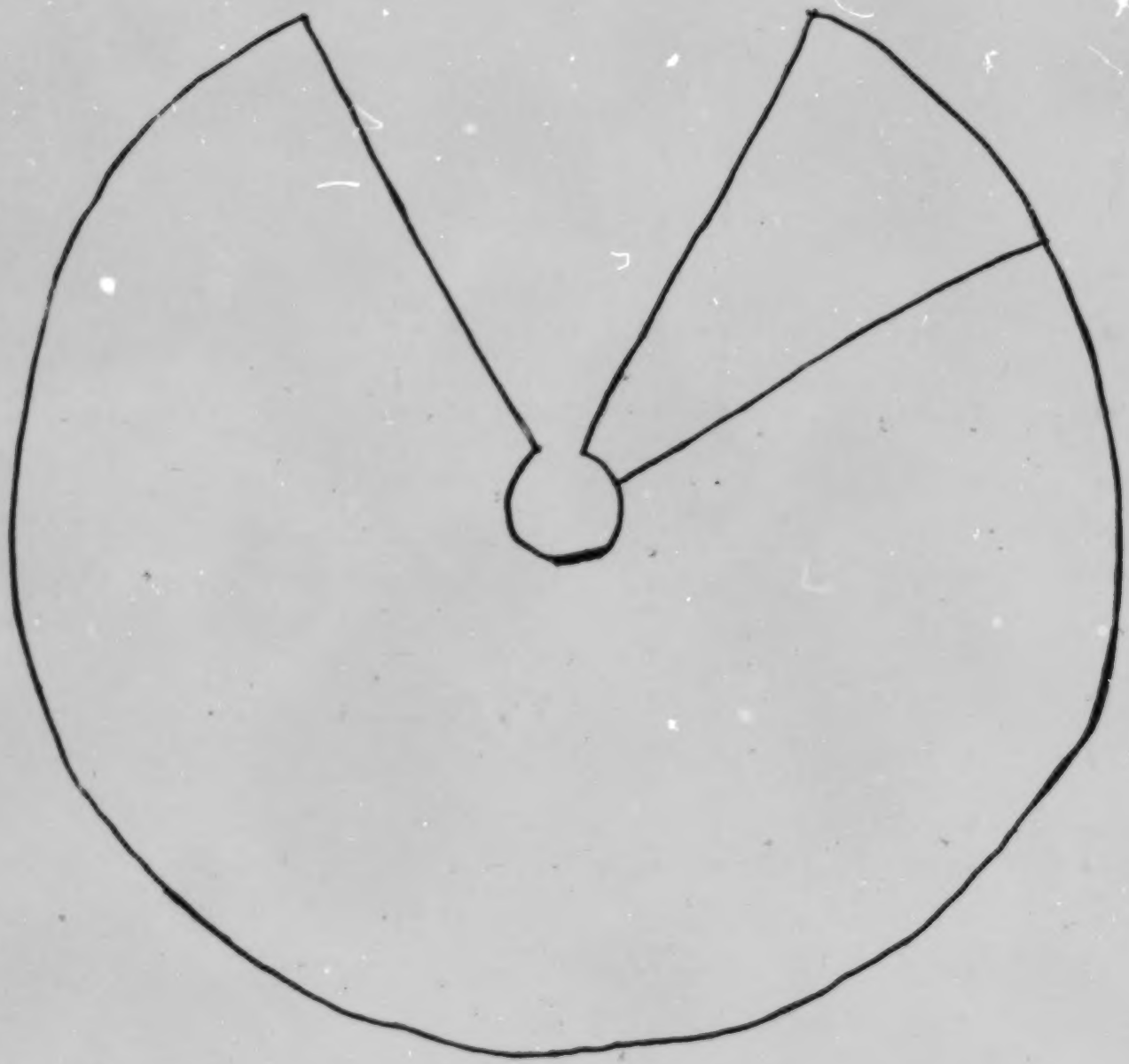
B. Learning Activities:
1. Show and discuss filmstrip "Eskimos of Alaska-Winter Days".
2. Show and discuss transparency-Building a Snowhouse
3. Have each student to bring in a 1lb. box of sugar cubes an 8" x 10" piece of sturdy cardboard, and a bottle of white glue (Paste doesn't seem to work to well).

4. Pass out and go over the ditto sheet - The Eskimo Snowhouse.
5. The teacher will make a pattern of a shape out of oak tag (about 12). Each student will trace the shape on a piece of white construction paper and then cut it out. Have each student get his materials (sugar cubes, glue and cardboard). On the chalkboard draw diagrams and go over step by step directions for making a snowhouse.
   a. Overlap the ends of the shape they have cut out to the approximate line drawn on the diagram and glue the ends together making a cone.
   b. Glue the base of the cone to their piece of 8" x 10" cardboard. It should be glued in about the center of their cardboard.
   c. Begin to glue a row of sugar cubes around the base of the cone, making sure it touches the cone.
   d. The second row is then glued on top of the first. Stress that the second, third, etc., rows must slant toward the center of the house to make it dome-shaped. The cone inside will be completely covered and acts as a guide and support for their sugar cubes.
   e. They continue to glue rows of sugar cubes around the cone until the cone is completely covered.
   f. Allow to dry overnight.
   g. Have the students use crayons or chalk to decorate the area of the cardboard around the snowhouse.
   h. Display in the classroom or somewhere in the school.

C. Materials:
   1. Filmstrip "Eskimos of Alaska-Winter Days"
   2. Filmstrip projector
   3. Screen
   4. Transparency-Building a Snowhouse from "Eskimo of North America" by Instructor Corporation
   5. Overhead projector
   6. 1 lb. box of sugar cubes for each student
   7. 8" x 10" piece of cardboard for each child
   8. Bottles of white glue
   9. Ditto-The Eskimos Snowhouse from "Eskimos of North America" by Instructo Corporation.
   10. Patterns as diagramed (12)
   11. 8" x 10" white construction paper-one sheet per child
   12. Scissors
   13. Crayons - chalk

Unit Objective #9: Select the most important kind of fishing in Alaska.

A. Criterion-Referenced Objective:
   1. Given the names of three kinds of fish, the student will be able to correctly circle the name of the most important kind of fish in Alaska.



PATTERNS FOR SNOWHOUSE

B. Learning Activities:
1. Show the filmstrip and listen to the record of "The Life Cycle of a Salmon Part 1 and 2" by Jackson Fraser.
2. Discuss why Salmon are so important in Alaska.

C. Materials:
1. Filmstrips and records listed above.
2. Filmstrip projector
3. Screen
4. Record player

Unit Objective #10: Identify one of Alaska's main industries.

A. Criterion-Referenced Objective:
1. Given a statement concerning one of the types of industries in Alaska today, the student will be able to indicate whether the statement is true or false by writing "T" for true or "F" for false next to the statement.

B. Learning Activities:
1. Show film "Salmon-Catch To Can"
2. Give each student a sheet of 18" x 20" unlined newsprint. Have him crease the paper into 8 rectangles. In each block he is to draw and label a picture relating to the film showing the steps of a salmon from the water to a can. Color each picture. Place paper in Alaska Folder.
3. Show and discuss transparencies "Logging Techniques in Alaska"

C. Materials:
1. Film: "Salmon-Catch to Can" see "Educators Guide To Free Films: pub., by Educators Progress Services, Inc., for information to obtain this film.
2. Film projector
3. Screen
4. 18" by 20" white unlined newsprint.
5. Crayons
6. Transparencies "Logging Techniques in Alaska" see "Educators Guide to Free Filmstrips" pub., by Educators Progress Service, Inc.
7. Overhead projector

Unit Objective #11: Identify mineral resources of Alaska.

A. Criterion-Referenced Objective:
1. Given a sheet of paper and supplying his own crayons the student will be able to draw and label two pictures pertaining to mineral resources in Alaska.

B. Learning Activities:
   1. Using the text Alaska, pages 87-91, and the pictures found in the book have the students research information about the mineral resources found in Alaska.

C. Materials:
   1. Book:
      a. Alaska by Stuart R. Tompkins

Unit Objective #12: Identify the occupation of an Alaskan who brings mail, food, and medicines to villages in Alaska.

A. Criterion-Referenced Objective:
   1. Given a statement concerning the occupation of an Alaskan and what the person does, the student will be able to indicate whether the statement is true or false by writing "T" for true, "F" for false next to the statement.

B. Learning Activities:
   1. Read and discuss page 140 of "Communities and Social Needs"
   2. Have the students pantomime being a bush pilot, landing in village, and the people coming to greet him.

Unit Objective #13: Locate places on a map of Alaska and identify cities, landmarks, and special areas in each of the regions of Alaska.

A. Criterion-Referenced Objectives:
   1. Given the names of three cities in Alaska, the student will be able to circle the name of the capital city of Alaska.
   2. Given the names of three cities in Alaska, the student will be able to circle the name of the largest city in Alaska.
   3. Given a map of Alaska which has been number coded, the student will be able to locate areas in each of the regions of Alaska.

B. Learning Activities:
   1. Make map dittos of the Panhandle Region of Alaska. Use transparency of The Panhandle. Have students label their maps using the transparency as a guide. On the blackboard list and discuss facts about this region. Have students copy these facts on note paper. The map and facts should be placed in the students Alaska folder.
   2. Make map dittos of the Western Region of Alaska. Use transparency of the Western Region of Alaska. Have students label their maps using the transparency as a guide. On the blackboard list and discuss facts about this region. Have students copy these facts on note paper. The map and facts should be placed in the students Alaska folder.

4. Make map dittos of the Artic Region of Alaska. Use transparency of the Arctic Region of Alaska. Have students label their maps using the transparency as a guide. On the blackboard list and discuss facts about this region. Have students copy these facts on note paper. The map and facts should be placed in the students Alaska folder.
5. Invite a resource person who has been to Alaska and who possibly has either slides or films to speak to the class.

ALASKA

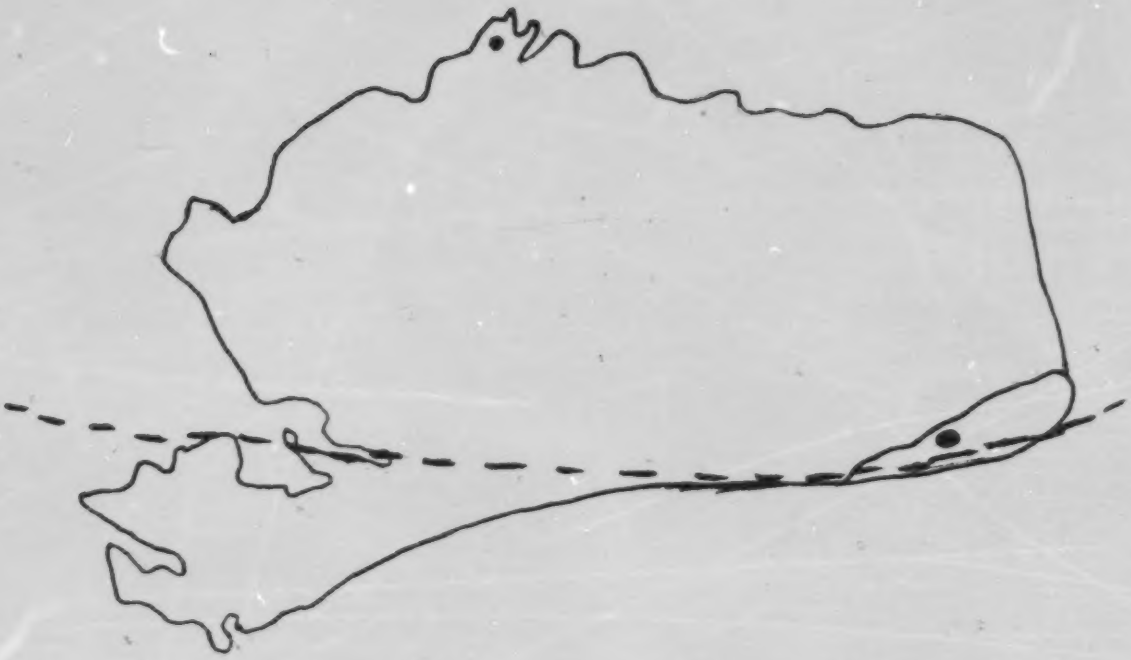
PANHANDLE

ALASKA

WESTERN REGION

ALASKA

ARTIC REGION



INTERIOR REGION

D. Evaluation:

Name_____

Write "T" for true and "F" for false.

1. ___The bush pilot brings mail, food, and medicine to villages in Alaska.
2. ___The shoes that the Eskimos wear are called Mukluks.
3. ___Only Eskimos live in Alaska.
4. ___One of Alaska's main industries is fishing.
5. ___The fur lined hooded jacket worn by Eskimos is called a Parka.
6. ___Alaska is an island.

Circle the correct answer.

1. Alaska is part of the continent of (Europe, North America, Asia).
2. Alaska is the (largest, smallest, second largest) of the fifty states.
3. The most important kind of fish in Alaska is (trout, salmon, flounder).
4. Eskimos live in the (northern, southern, eastern) part of Alaska.
5. The capitol city of Alaska is (Nome, Anchorage, Juneau).
6. The boat used by the Eskimos that carries more than one person is called a (kayak, umiak, mukluks).
7. Alaska's largest city is (Juneau, Fairbanks, Anchorage).
8. The largest region in Alaska is the (Artic, Coastal, Panhandle).
9. The land that is now Alaska first belonged to (England, Russia, Italy).
10. Alaska is our(50th, 48th, 49th) state.

In what Alaskan Region would you find these places. Write the number used for each region in the blank.

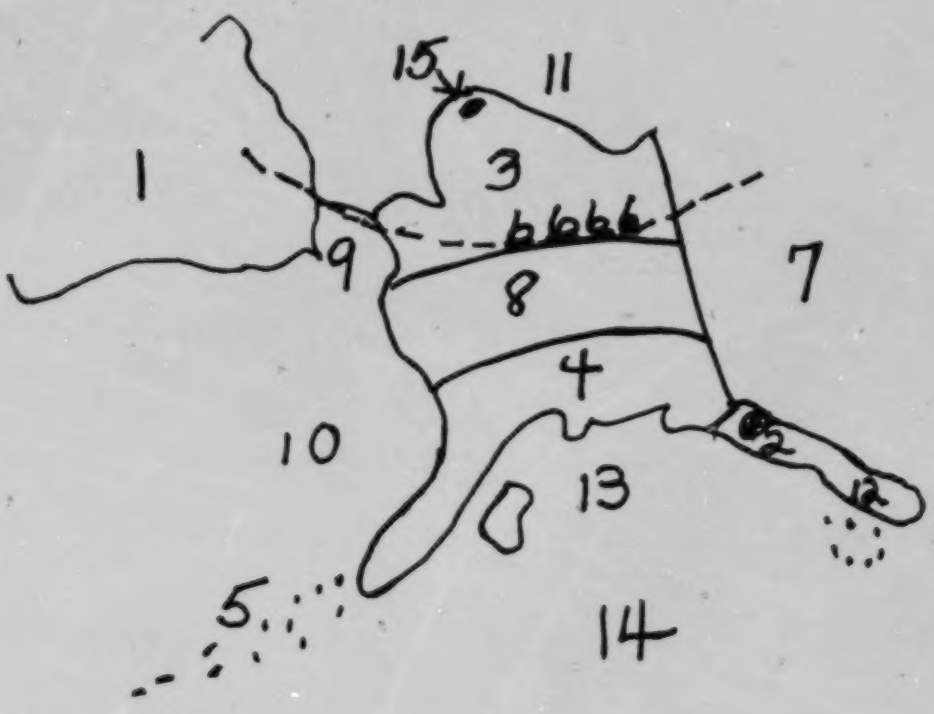
Panhandle Region - 1 Coastal Region - 3

Arctic Region - 2 Interior Region - 4

1. Capital of Alaska_____.
2. Brooks Range _____.
3. Nome_____.
4. Ketchikan_____.
5. Kodiak Island_____.
6. Fairbanks _____.
7. Barrow_____.
8. Mt. McKinley_____.
9. Sitka_____.
10. Seward_____.
11. Aleutian Islands_____.
12. Arctic Circle_____.
13. Anchorage_____.

What are two of Alaska's mineral resources? Fold the given paper in half. On each half of the paper draw, label, and color one of Alaska's mineral resources.

Locate the places by putting a number in the blanks. Use the map and the numbers on the map.



___Gulf of Alaska
___Canada
___Coastal Region
___Bering Strait
___Arctic Region

____ Aleutian Islands
____ Arctic Ocean
____ Pacific Ocean
____ Bering Sea
____ Interior Region

___ Panhandle
___ Russia
___ Arctic Circle
___ Barrow
___ Juneau

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1. Bracken, D.K., King, F.M., and Sloan, M.A., Communities and Social Needs, Laidlaw Brothers, Publishers, Palo Alto, 1968.
2. Diffor, John C. and Horkheimer, Mary F., Educators Guide To Free Films, Educators Progress Service, Inc., Randolph, Wisconsin, 1973.
3. Diffor, John C. and Horkheimer, Mary F., Educators Guide To Free Filmstrips, Educators Progress Service, Inc., Randolph, Wisconsin, 1973.
4. Hodgins, H.R., Eskimos of North America, Instructo Corporation, Paoli, Pennsylvania, 1971.
5. Mitchell and Moehle, Let's Tour Hawaii and Alaska, Milliken Publishing Co., St. Louis, Missouri, 1969.
6. Suttles, Patricia H., Elementary Teachers Guide To Free Curriculum Materials, Educators Progress Service, Inc., Randolph, Wisconsin, 1973.
7. Tompkins, Stuart R., Alaska, The Fideler Company, Grand Rapids, 1968.

Unit Title: CLOTHING

I. Unit Overview: Most children enjoy wearing and telling about a new article of clothing. They are generally aware of where the clothing was purchased or perhaps, if it is homemade, who makes it for them.

In this unit the children will learn about the variety of clothing and the wide range of materials used in manufacturing. They will also become aware of the fact that man after depending on plant and animal products for clothing, has learned to reproduce and improve natural fibers.

Many different kinds of jobs and workers will be presented to emphasize the interdependence of people to manufacture a completed product. Hopefully, this feeling of interdependence will be experienced in the classroom by children working in committees to complete assigned activities.

II. Unit Content Outline:

A. Conditions for use
   1. weather
   2. time and place
   3. style

B. Source
   1. animals
   2. plants
   3. man-made

C. Materials
   1. cloth
      a. cotton
      b. wool
      c. linen
      d. silk
   2. rubber
   3. leather
   4. fur
   5. synthetics
      a. rayon
      b. nylon
      c. orlon
      d. dacron

D. Production
   1. cotton
      a. planting
      b. harvesting
      c. ginning
      d. baling
   2. wool
      a. clipping
      b. sorting
      c. washing

3. Linen
    a. planting
    b. pulling
    c. drying
    d. removing seeds
    e. rotting
    f. scutching
4. Silk
    a. spinning cocoon
    b. soaking cocoon
    c. unwinding and twisting cocoon
5. Leather
    a. washing and soaking hides
    b. scribbing
    c. tanning
    d. texturing
6. Fur
    a. trapping
    b. skinning
    c. stretching
7. Rubber
    a. topping tree
    b. thickening
    c. squeezing
    d. drying
    e. baling
    f. vulcanizing
8. Synthetic
    a. types
    b. sources
    c. technique

E. Manufacturing
1. Cloth
    a. weaving
    b. knitting
    c. dying
    d. finishing
    e. designing
2. Leather
    a. cutting
    b. fastening
    c. sewing
3. Fur
    a. cleaning pelts
    b. tanning and dying
    c. matching
    d. sewing
4. Rubber
    a. patterning
    b. welding
    c. molding

III. Unit Objectives: The student will be able to...
1. identify the variety of raw materials used to make different kinds of clothing.
2. differentiate between the factors and conditions effecting the type of clothing he or she wears.
3. Having experienced handmade methods of production, the student will be able to recognize that machines are important in making it easier and quicker for man to manufacture clothing.
4. compare the characteristics of raw materials and the processes involved in converting them to clothing.
5. identify the types of machinery, implements, and workers involved in the manufacturing of clothing.

IV. Unit Description:

Unit Objective #1: The student will be able to identify the variety of raw materials used to make different kinds of clothing.

A. Criterion-Referenced Objectives: The student will...
1. be able to read the tags on at least five articles of clothing and list the content and source of the material of the article.
2. Given a chart of at least ten materials used for clothing manufacturing, the student will be able to classify those materials under three major sources: plant, animal, and man-made.
3. be able to select one synthetic fiber and research on it. The student must include specific facts, i.e. how the fabric got its name, use of the fabric, and raw materials used to manufacture the fabric.

B. Learning Activities:
1. Obtain a piece of fleece. Have the children examine it to see the matted fibers, to feel the oil in it, and to discover why it needs washing. Compare the fibers in a piece of fleece with the fibers in a piece of woolen yarn.
2. Using a magnifying glass, examine a silk thread to find silk fibers.
3. Make a cotton plant using twigs or branches to reassemble the plant. Paste on balls of cotton.
4. Examine tags on articles of clothing. Look for content of material and be able to tell the source.
5. On a bulletin board, display a large plant, animal, and man. Have children bring in small pieces of material and categorize them on the board relating to their source.

6. Get a sample of cotton batting or absorbent cotton. Have the children examine and pull the cotton apart so they can see the thinness of the fiber.
7. Research on various breeds of sheep, i.e., Merino, which produce different qualities of fibers.
8. Have each individual make a list of clothing or articles from home which are made from cotton, wool, silk, leather, rubber, linen, and synthetic fibers.
9. Research and draw pictures of animals that are sources of leather for shoes.
10. Research on synthetic fibers and fabrics.
11. Examine and compare a piece of finished leather and untanned hide.
12. Try to obtain several cocoons. Observe a cocoon, watch a moth emerge from it, and study the fibers composing it. The larvae of the Cercropia, Polyphemus, and Luna moths spin cocoons similar to that of the silkworm.
13. Have the children list the furs they know. Do research on the animals that are the source of this fur.

C. Materials: fleece, magnifying glass, silk thread, twigs, cotton balls, bulletin board display, absorbent cotton or cotton batting, wollen yarn, various articles of clothing with tags, cocoons, leather, untanned hide, resource and reference materials listed at end of unit.

Unit Objective #2: The student will be able to differentiate between the factors and conditions effecting the type of clothing he or she wears.

A. Criterion-Referenced Objectives:
Same as in Unit Objective #1.

B. Learning Activities:
1. Draw pictures of clothing worn for bed, play, work and special occasions.
2. Cut out pictures of people wearing clothing for rainy, cold, and warm weather. Draw a mural of a winter, summer, and rainy day scene. Paste the pictures on the mural.
3. Plan a wardrobe for a weekend trip.
4. Make up riddles about articles of clothing.
5. Draw pictures of persons who wear uniforms.
6. Make a family of cardboard paper dolls. Draw and color clothing for each family member.
7. Draw a story booklet with the theme, "Clothes Through the Ages." Show different kinds of clothing worn for a particular purpose during the past eras of history.

8. Each child could draw pictures of the clothing he/she likes best. On a specified day, they could wear the outfit to school and a class fashion show would be held.
9. Bring a shoeshine kit to school and demonstrate the proper way to care for shoes.

C. Materials: Paste, drawing paper, crayons, paints, newspapers, magazines, mural paper, light cardboard, shoeshine kit, research and reference materials included at the end of the unit.

Unit Objective #3: Having experienced handmade methods of production, the student will be able to recognize that machines are important in making it easier and quicker for man to manufacture clothing.

A. Criterion-Referenced Objectives:
1. The student will be able to examine the many techniques used in weaving. Using with paper strips or a cardboard loom, the student will be able to weave a desirable product.
2. The student will be able to illustrate several designs, select one, and transfer the design to a potato for printing.
3. The student will be able to sew two different sized buttons on a piece of cloth.

B. Learning Activities:
1. Dye clothing. Make simple dyes with onion skins, beets, berries, tea, etc. With the teacher's help, demonstrate the process of tye dye and/or batik.
2. Spin cotton by hand. Take a piece of cotton batting, pull our fibers into yarn. Continue the process and attach the pieces together by twisting the ends.
3. Show each child how to knit with yarn and needles. Encourage them to try a few rows. Children who know how to knit may want to help others.
4. Have cloth, buttons, needles, and thread available for a lesson on learning to sew buttons.
5. Make doll clothing.
6. Make and dress simple puppets.
7. Invite mothers who sew to show and help children with the techniques of sewing. One person could demonstrate sewing by machine; another could demonstrate sewing by hand. Children could compare and contrast techniques.
8. Potato print on cloth or paper.
9. Make coarboard looms for weaving.
10. Weave with strips of multi-colored paper.
11. Have a "homemade clothes" day. Children should try to wear an article of clothing made at home and tell the class about it.

12. Make a class apron. Use white kettle cloth. Show children how to trace and cut a pattern. Each child will have a square on the cloth in salt solution to set the color.

C. Materials: Research and reference materials listed at end of unit, cloth, various types of dye, cotton batting, yarn, needles (knitting), buttons, needles, thread, scraps of cloth to make puppets and doll clothing, paint, potatoes, cardboard, multi-color strips of paper, multi-color strips of paper, kettle cloth, magic markers.

Unit Objective #4: The student will be able to compare the characteristics of raw materials and the processes involved in converting them to clothing.

A. Criterion-Referenced Objectives: The student will...
1. be able to illustrate in booklet form the life cycle of the silkworm.
2. be able to contribute to a group mural an assigned stage of cotton growth.
3. be able to list five facts concerning the growth of flax.

B. Learning Activities:
1. Make a mural depicting the story of cotton from seeds to bale.
2. Research on the flax and cotton plants. One committee reports on raising the plants; another on processing the plants.
3. Make booklets and illustrations depicting the story of silk.
4. Research on the weaving patterns of spiders and weaverbirds.
5. Research on the history of weaving.
6. Collect clothing that has been woven with different patterns or designs.
7. Research on rubber.
8. Demonstrate the waterproof quality of rubber. Materials needed will be a glass jar (2"-3" mouth opening), piece of cotton, wool, silk, linen and rubber. Fill the jar with water. Stretch each piece of cloth over the mouth and observe the absorption of water on the material.
9. Experiment for the qualities of wool. Fill two jars with hot water. Wrap one in woolen material. At the end of a half-hour, see which bottle is warmer.

C. Materials: mural paper, drawing paper, paint, crayons, materials previously mentioned for experiments, resource and reference materials included at the end of the unit.

Unit Objective #5: The student will be able to identify the types of machinery, implements, and workers involved in the manufacturing of clothing.

A. Criterion-Referenced Objectives: The student will...
   1. be able to identify and cite the functions of at least five machines used in the manufacturing of clothing.
   2. be able to prepare at least four questions relating to the manufacturing of synthetic materials and present them to a resource person.
   3. through actual experience in an assigned group, the student will be able to compare and contrast the assembly line vs. the individual method of manufacturing.

B. Learning Activities:
   1. Play the game "I am", the child given clues to other children about certain machines and workers needed in the processing of cloth.
   2. Invite a shoe repair man to discuss how shoes are repaired.
   3. Research on Eli Whitney, cotton gin inventor.
   4. Research on Si Ling-Shi, empress who discovered silk.
   5. Invite a resource person from DuPont to explain synthetic materials.
   6. Invite a furrier or taxidermist to speak to the class. Hopfully they can bring sample pieces of fur for the children to examine.
   7. Make a picture list of things needed to make a homemade article of clothing.
   8. Compare and contrast the assembly line vs. individual method of manufacturing. Pick something simple such as greeting cards. One-half of the class will make cards individually with each child doing everything himself. The other half of the class will divide into groups. One will cut the cards, another fold, another color, etc. At the end of a specific amount of time, stop both groups. Compare which cards were constructed better, and which group enjoyed their work more.

C. Materials:
   1. drawing paper
   2. crayons
   3. paints
   4. resource and reference materials mentioned at end of unit.
   5. Books:
      a. Nothing to Wear But Clothes, Jupo, Frank, Dutton, 1953.
      b. Clothing, Waller, Leslie, Holt, Rinehart, & Winston, 1969.
      c. The First Book of Cotton, Rogers, Matilda, Watts, 1954.

d. The First Book of Wool, Cavanna, Betty, Watts, 1966.
e. Silkworms and Science; The Story of Silk, Cooper, Elizabeth, Harcourt, Brace & World, 1961
f. The Tanners, Fisher, Leonard, Watts, 1966.
g. Rubber; Natural and Synthetic, Buehr, Walter, Morrow, 1964.
h. Fibers, Adler, Irving, Day, 1964.
i. True Book of Cloth, Nighbert, Ester, Children's Press, 1955.
j. Dolls to Make for Fun and Profit, Ackley, Edith, Lippincott, 1951.
k. How to Make Doll Clothes, Dow, Emily, Coward-McCann, 1958.
l. Sew Easy for the Young Beginner, Hoffmann, Peggy, Dutton, 1956.

6. Available Resource
7. Filmstrips:
   a. How America Is Clothed -- Society for Visual Education
   b. The Story of Leather -- Society for Visual Education.
   c. The Story of Cotton -- Society for Visual Education
   d. The Story of Wool -- Society for Visual Education
   e. The Story of Rubber -- Society for Visual Education
   f. My Mother Works at Home -- Churchill Films, Imperial Film Co.
8. Slides
9. Textile Fibers--Set of 12 prepared microscopic slides. Set includes silk, wool, camel hairs, flax, hemp, jute, etc., Tasco Sales Inc., Miami, Florida , 1958.
10. Films:
    a. The Clothes We Wear
    b. The Factory--How a Product Is Made
11. Free and Inexpensive Materials:
    a. Louisiana State Department of Agriculture and Immigration
       Baton Rouge, Louisiana
    b. National Cotton Council of America
       P.O. Box 12285
       Memphis, Tennessee
    c. Pendleton Woolen Mills
       Home Economics Department
       Portland, Oregon
    d. Firestone Fire and Rubber Company
       Educational Services Bureau
       1200 Firestone Parkway
       Akron 17, Ohio

Unit Title: CLOTHING FOR THE COMMUNITY

I. Unit Overview: In this unit, "Clothing for the Community," the child will acquire knowledge about the origin, manufacture, and distribution of clothing. It is hoped that the child will become familiar with process involved in manufacturing the cloth into a wearable good. The child will also gain an understanding of the workers involved in providing clothing for the community.

NOTE: Time-2 weeks
No. of Students - 112

II. Unit Content Outline:

A. Clothing is Derived from Raw Materials
   1. Origins of raw materials
      a. cotton
      b. wool
      c. silk
      d. leather
      e. synthetics
   2. Processes Involved
      a. weaving
      b. spinning
      c. dying
      d. tanning
   3. Current Trends in Clothing Materials
      a. Decreased use of leather
      b. Increasing use of synthetics
         1. Fiber
         2. Rubber

B. The Making of Clothing
   1. Processes
      a. designing
      b. sewing
      c. packaging
      d. shipping
      e. cutting
   2. Jobs
      a. cutter
      b. seamstress
      c. designer
      d. presser
      e. packer
      f. loader
      g. driver
      h. office people

C. The Selling of Clothing
   1. Workers
      a. unloading
      b. stock workers
      c. buyers
      d. advertisers

e. office personnel
    1. Accountant
    2. Manager
    c. Secretaries
f. sales
g. maintenance

III. Unit Objectives:

1. Understand that clothing is manufactured from raw materials.
2. Realize that various processes are involved in changing raw materials to finished goods.
3. Understand that the clothing industry provides jobs for many people.
4. Develop a new vocabulary relating to clothing.
5. Understand that the use of animal hide for clothing has decreased since pioneer days.

IV. Unit Description:

A. Criterion-Referenced Objectives: After completing all the work associated with this chapter...
    1. The child will be able to classify types of clothes according to their origin.
    2. The child will be able to name five (5) jobs involved in the process of making clothes.
    3. The child will list five (5) workers involved in the selling of clothes.
    4. Given a list of workers the child will be able to match the worker with a description of his job.
    5. Given a description of four (4) processes used in changing the raw material to a usable product, the child will be able to state the name of the process.
    6. The child will be able to write in his own words the reason why the use of animal hide has decreased since pioneer days.

B. Learning Activities:
    1. Bring in a cotton plant.
        a. Discuss in class the parts of cotton plant.
        b. Refer to text, "You and the Community", p.71.
    2. Show picture of clothing that is derived from animals.
        a. List these animals.
        b. Discuss how clothing is developed from them.
    3. Read story on the Silkworm, Childcraft, pp. 284-285, Vol. 7.
        a. Discuss
    4. Discuss the different jobs involved in processing raw materials into clothing.
        a. Bring in material that children can dye.
        b. Bring in leather craft kits that the children can work on.

5. Discuss jobs involved in making clothing.
   a. Demonstrate the operation of a sewing machine.
   b. Have children make simple articles either using the sewing machine or by hand.
6. Have the children do reports, on cotton, wool, silk, and leather.
7. Field trips- Suggested
   a. Dannemann's (materials)
   b. Nannette (manufacturer and seller)
   c. Everfast Mills
8. Discuss the field trips
   a. Jobs the children saw being done.
9. Resource people
   a. Have employee of DuPont Co. talk about synthetics.
10. Make clothing booklets: Silk, Wool, Cotton, Leather. Include pictures of, reports, or small pieces of cloth.

C. Materials:
1. Encyclopedias:
   a. Comptons Young Childrens Prencyclopedia: Vol 3, pp. 134-137, cotton
   b. Comptons Young Childrens Prencyclopedia: Vol 3, pp. 94-103, cloth
   c. Comptons Young Childrens Prencyclopedia: Vol 16, pp. 66-71, weaving
   d. Childcraft: Vol 7, pp. 62-63, synthetics
      pp. 308-309, rubber
      pp. 284-285, silk
      pp. 56-57, printing
      p. 71, cow-hides
2. Books:
   a. Clothes, From Fiber To Fabrics, Buehr, Walter
   b. How We Got Our Clothing, McCall, Edith S.
   c. The Story Book of Clothes, Petersham, Maud.
   d. Nothing to Wear But Clothes, Jupo, Frank J.
   e. What Will I Wear, Olds, Helen D.
3. Filmstrips:
   a. "What Do You Wear?"
   b. "Story of Cotton" -- National Cotton Council
   c. "Story of Wool"
4. Films:
   a. "Clothes We Wear", Churchill Films

D. Evaluation: The child will be able to...
Pre & Post Tests
1. classify pictures of clothing from their origin.
2. name five (5) jobs involved in the making of cloth.
3. list five (5) workers involved in selling clothes.
4. Given a list of workers, match the worker with a description of the job.
5. Given a description of four (4) processes used in changing raw materials to a useable product, the child will be able to name the process.
6. write in his own words the reason why the use of animals hide has decreased since pioneer days.

Unit Title: COMMUNITY

I. Unit Overview: This unit is designed to acquaint the child with the general background information concerning the origins of a community. Particular emphasis is placed on the following basic understandings;

A. People living near each other and helping each other form a community.
B. People earn their living by adjusting to their environment and utilizing the natural resources available to them in that environment.
C. There are many different kinds of communities because their are many different kinds of places in our world.
D. The land on which a city is built and the work done on it make it different from other cities.

The career awareness phase would focus specifically on numbers B and D as they relate to the local community. Emphasis is placed on field trips and resource people to reinforce the major concept of geography and its relationship to job opportunities. The basic text will provide necessary background information.

II. Unit Content Outline:

A. How Communities Are Formed
   1. There are many different kinds of communities because there are many different kinds of places in our world.
   2. People living near each other saw the advantages of working with others and learned to depend upon others.
B. Places Where Communities Grow
   1. The land on which a city is built and the work done on it is different from other cities.
   2. People learn to adjust to their environments and to utilize the natural resources available to them.
C. Ways We Utilize Our Natural Resources in Our Community
   1. Abundant water supplies have made it possible for large industries to thrive, and serve as avenues of trade.
   2. Access to many forms of transportation allows for packaging industries of many kinds to flourish with our community.

III. Unit Objectives: After completing all the work associated with this chapter, the student should be able to...

1. recognize the types of jobs that are geographically influenced.
2. identify the people who work at these occupations through characteristics peculiar to that job.
3. classify jobs in terms of the geographical features that determined them.
4. list jobs related to the occupation.
5. compare the life-style of people in one occupation to another.
6. illustrate the ways workers accomplish their jobs.

Learning Activities:

A. Take a bus trip around the community looking and listening for typical and unusual aspects of the neighborhood.
B. Make a large map of the community adding features as they are studied.
C. Develop a flannel board of your community.
D. Make a frieze or mural of the community.
E. Take photographs of people at work in your community.
F. Collect pictures representing the different types of jobs which people do in your community.
G. Prepare a scrapbook about your community.
H. Write poems, stories, or skits of some aspects of your community.
I. Draw pictures of the things you say and display.
J. Possible Activities and Games.

What's My Line:

A. Purpose: to acquaint children with important persons in occupations we have studied.
B. Material: Pictures of important people or community workers.
C. Intro: Have you seen the panel show "What's My Line"? Can anyone tell us how the game is played? (Allow discussion and fill in the rules that the students fail to mention.) I have pictures of people who are famous in world affairs today. I shall hold them up and allow you to ask one question that I can answer with yes or no. When you think you know the person, you may tell us the name when it is your turn.
D. Variations: Pictures may be put on a bulletin board and strips of paper placed near them. When a child thinks he knows the job of the person in the picture, he may write it on the strip of paper and place it under the picture. The teacher will check often and remove incorrect strips.

Our School Neighborhood:

A. Purpose: to reinforce knowledge of the school neighborhood.
B. Materials: Milk cartons of all sizes, paint mixed with detergent, sawdust, stones, twigs, cardboard and construction paper.
C. Intro: (Take a walk around the school neighborhood with the children and spend time discussing types of buildings, homes, and other landmarks. Allow time for a thorough discussion when back in the classroom.)
We are going to use our milk cartons to make parts of our school neighborhood. Divide the class into groups and allow them to work on particular aspects of the community. You might allow them to use tables for their displays. Milk cartons make fine houses and buildings. The tops make a natural roof. Buildings that are flat topped may be made by cutting the top off the carton and turning it upside down. Children may paint the cartons. A supply of sawdust will make the ground. White cardboard or black drawing paper may be used for streets. Tree branches and stones may be used. Encourage each group to be as realistic as possible.

D. Language Arts may incorporate this activity using chart stories about the neighborhood. Numbers work be used to count houses, types of buildings, figure out how much space is needed. Songs about the neighborhood may be sung.

Look and List:

A. Purpose: To determine the different aspects of the community; to lead to worthwhile seatwork on what a community is made up in order to have a good place to live.

B. Materials: A list of types of places found in most communities. This list is placed on the board and later written on paper by the students. Pencils, crayons and 12 x 18 newspaper are needed.

List: Types of Places in our Community:

Places for fun	Places to Learn	Places for Safety
parks	school	fire station
swimming	library	police station

Places for Service	Places for Communication
beauty shop	post office
dry cleaner	telephone company

Places for Transportation
bus station
taxi cab station

(Use only the headings and have children give the answers.)

C. Intro: We have been talking about our community and you have been using your eyes and ears to find out as many things as you can about where we live and what we have in our community. Go through the list and encourage the children to add to the list. Each of you will take a piece of this large newsprint and fold it to make sections. Print one item in our list at the top of each section and then see how many places you can list that belong under that heading.

D. Variation: Young children may draw pictures instead of listing. Older children may be asked to write sentences.

The Chain:

A. Purpose: To learn the many things city helpers do for us.

B. Materials: Cards containing the picture or the name of a city helper such as policeman, garbage man, chemist, etc.

C. Intro: Would you like to play a game about our city helpers? Let's form a circle and hold hands. Now we have a chain. I shall choose one of you to start out as the leader. The leader will stand in the circle and hold up a card so all of you can see it. This card will have the name or picture of one of our city helpers on it. The leader will point to one of you and you must tell one way in which this helper helps us. Each time the same card is held up, a different way must be given. If one of you gives a wrong answer, the children on each side will unclasp hands and the chain will be broken. The broken link must go inside the circle until he can earn his way back into the chain again by giving a correct answer when another link becomes broken.

D. Variations: This game may be used in the study of vowels and math combinations.

Fire Alarm:

A. Purpose: To reinforce learning about fireman and their necessary service.

B. Materials: A little bell

C. Intro: Today let's pretend each of you is at home. One of you will be a fireman and go to the clock hall. While he is out in his fire station, I will put this little bell on one of your desks and that means that your house is on fire. You may ring the bell and choose someone to telephone the fire station and place the fire alarm. The person who calls must tell the number of the row and the number of the desk. When the fireman comes in be sure to put the bell inside your desk as soon as you ring the alarm so that the fireman cannot see it. The fireman will show how quickly he can find the right "house" and put out the fire. When this is done, the child whose "house" was on fire will take the place of the fireman.

*NOTE: Possible activity: (see page 229 of Spank's) devise a list of provocative questions which would stimulate thinking in the area of Career Ed.

A. Materials:
   1. Field trips around the community
   2. Resource persons
      a. parents
      b. industrial representatives

B. Career Information: Natural Resource Occupations
   1. Local industries with access to transportation
      a. Crown Zellarback
      b. Avon
      c. Motor Wheel
      d. West Vaco
      e. General Foods
      f. Inland Containers Corp.
      g. Chrysler
      h. Morton Salt
   2. Local Industries that make use of water supplies.
      a. Marine Terminal
      b. DuPont's
      c. Curtis Paper Company
      d. Chesapeake and Delaware Canal

Unit Title: COMMUNITIES

I. Unit Overview: In this unit the students will study about communities in general. They learn what makes up a community and what the needs of the community are. They will find that all people who live in a community do. A study will be made of communities of long ago and several occupations followed by people who live in a community changes.

II. Unit Content Outline:
- A. Communities of Today
- B. People in Communities
- C. Communities of Long Ago

III. Unit Objectives: At the conclusion of this unit the student will be able to...
1. name the basic components of every community.
2. list the things every community needs.
3. name the four (4) basic needs of people living in a community.
4. compare reasons why his family moved to his neighborhood with those of his classmates.
5. list the kinds of jobs people living in a community have and which ones are service workers.
6. list the needs of communities of long ago.
7. name several occupations followed by people of long ago.
8. identify changes in a growing community.

IV. Unit Description:

A. Criterion-Referenced Objectives:
1. Given a list of 12 words the student will be able to correctly name the four (4) basic needs of every person living in a community.
2. Given a list of five (5) words or groups of words the student will be able to identify three (3) of the needs of a community.
3. Given a list of six (6) occupations the student will be able to identify three (3) service workers.

B. Learning Activities:
1. Bulletin board - Have the children go through magazines and collect pictures of people doing different kinds of work.
2. Committees - Form committees to paste pictures of workers on four (4) large pieces of construction paper. Write one of these names on each paper.
   a. Workers who make or sell clothes
   b. Workers who produce or sell food
   c. Workers who build homes
   d. Workers who get paid for services.
3. Interview - Have each child interview his parents concerning their occupations. Provide them with a ditto sheet listing questions which could be used: (see attached)

4. Art activity - Provide each student with a sheet of white construction paper and have him draw and color his parents at work.
5. Oral reports - Have each child show the picture he has drawn and tell about his parents job.
6. Pantomime - Choose one child to pantomime the work activity in a given occupation. Have others guess the work.

C. Materials:
1. textbooks - Communities and Social Needs
2. magazines
3. scissors
4. paste
5. four (4) large sheets of construction paper
6. Ditto sheets with questions
7. White construction paper for class
8. pencils and crayons

A. Criterion-Referenced Objective:
4. The student will be able to write three (3) reasons why his or most of his classmates' parents moved to their present community; simple words or phrases will be acceptable.

B. Learning Activities:
7. Role-playing - select six (6) children, four (4) of which are to pretend they are members of a community calling on a new family which has just moved into the community. Have the discussion revolve around the topic, "Why did you move to this particular community?"

C. Materials: No materials except to arrange children so that members of the class who are not participating may see and hear those that are.

A. Criterion-Referenced Objective:
5. Given a list of seven (7) occupations the student will be able to select those four (4) occupations related to people of long ago.

B. Learning Activities:
8. Discussion: Show the filmstrip, discuss the occupations show in the filmstrip (blacksmith, etc.) and what jobs has replaced these occupations? (Auto mechanic, etc.) and why? (cars were invented)

C. Materials:
1. Filmstrip - "Occupations and Amusements of the Colonists"
2. projector and screen

QUESTIONS FOR INTERVIEW

1. What is the name of your job?

2. What do you actually do?

3. What kind of training did you have to have?

4. What kind of clothes do you wear while you are working?

5. What tools do you use?

6. What part of your job do you like best?

7. What part of your job do you wish you didn't have to do?

8. Why do you think your job is important

*Suggestion - This document could be placed on file as a resource for guest speakers.

A. Criterion-Referenced Objective:
   6. Given a list of five (5) sentences relating to changes in a community the student will be able to identify three (3) changes in a growing community.

B. Learning Activities:
   9. Walking trip - If construction is going on near the school, ask the foreman if you might bring your class to the area. Carpenters, bricklayers, etc. could give a demonstration of their work.

C. Materials: NONE

D. Evaluation: The students will be evaluated by the following test:

Name _____

Use the words in the box to complete the sentences below. Write the word in the sentence where it belongs. Each word will be used only once.

land	hotels	shelter
zoos	clothing	bridges
people	building	recreation
lakes	forts	food

1. The three main things every community has are _____, _____, and _____.

2. Parents work to provide their families with _____, _____, and _____.

Which word or groups of words below name things communities need? (Write "C" before the words you choose.)

_____.3. stagecoaches

_____.4. places where people earn money

_____.5. places where people can have fun

_____.6. people from many lands

_____.7. places where people can live

Which answer to each question below is the best? Write "X" before the answers you choose.

8. Which of the following workers is a service worker?

_____	a. Policeman	____	d. Teacher
_____	b. Fisherman	____	e. Fireman
_____	c. Blacksmith	____	f. Fruit picker

9. Which sentence is true of people living in communities of long ago?

_____ a. They needed food.

_____ b. They needed gas stations.

_____ c. They needed shelter.

_____ d. They needed clothing.

_____ e. They needed television.

Which answer to each question below is the best? Write "X" before the answers you choose.

10. Which of the following jobs is an occupation of long ago?

_____a. T.V. repairman

_____b. Blacksmith

_____c. Stagecoach driver

_____d. Jet pilot

_____e. Farmer

_____f. Buggymaker

_____g. Electrician

11. Which sentence is true about a changing community?

_____ a. New apartment buildings are put up.

_____ b. New people never move in.

_____ c. New businesses are started.

_____ d. New schools are never built.

_____ e. Streets are made wider.

12. Write in your own words three (3) reasons why people move.

Unit Title: COMMUNITY NEEDS

I. Unit Overview: In this unit the students will become aware that a community has needs which it imparts to the people who live in it and the people themselves have obligations to the community. The unit begins with the children working on committees doing research on the activities of a community such as protection, trade and industry, transportation, communication, education, recreation, government, religion, art, etc. They will preview and select filmstrips, find and draw pictures related to their topics, write reports, and make oral presentations to the entire class. The students will then plan and make a model of a community. They will designate areas of land for residential areas, recreation center, industrial areas, religious centers, business and trade areas, education centers, and transportation. Studies of the activities of a community will reveal the various occupations related to the activities, such as transportation which includes bus drivers, pilots, train engineers, etc. They will then compare the community needs of their model community and their own community of Newark. At the conclusion of the unit the students will be able to make the generalization that although communities vary greatly in size and population they all serve the same needs. If the community does not supply these needs it does not grow and many times dies.

II. Unit Content Outline:
   A. Activities of a Community
   B. Model Community
   C. Newark and Our Model Community

III. Unit Objectives: At the conclusion of this unit, the student will be able to...

   1. name things that every community needs.
   2. identify means of transportation in the community.
   3. name means of communications within the community.
   4. identify the role of the community government.
   5. recognize that service workers work and are paid by the community government.
   6. identify the obligation the community members have to the community government.
   7. name a public building built by the government of a community.
   8. to construct a hypothetical community from the data gathered while working on committees.

IV. Unit Description:

   A. Criterion-Referenced Objectives:
      1. The student, given a list of six (6) works or groups of works will be able to identify four (4) modes of transportation in the community.

2. The student,given a list of six (6) words will be able to name four (4) types of communication within the community.
3. The student, given a list of three (3) phrases will be able to identify the role of the community government.
4. The student, given a list of five (5) words will be able to identify that service workers are paid by the community.
5. The student, given a list of 5 words will be able to name the obligation the community members have to the community government.
6. The student given a list of five (5) words will be able to name a public building built by the government of a community.

B. Learning Activities:
1. Field trip - visit a newspaper office
visit an airport
2. Resource person - invite a member of the Chamber of Commerce.
3. Research: Assign varied independent study topics to different committees. The topics should center on the theme of activities of the community. A list of questions and activities will be provided for each committee to be used as a basis for oral reports which will be prepared and presented to the entire class.
a. List of Topics:
1. Protection in the Community
2. Industry in the Community
3. Trade in the Community
4. Transportation in the Community
5. Communication in the Community
6. Religion in the Community
7. Arts in the Community
8. Education in the Community
9. Recreation in the Community
10. Government in the Community
b. Examples of topic, questions and activities:

Government in the Community

1. Where do the people who make up the community government come from?
2. How were they chosen?
3. What does the government of the community try to do?
4. Where does the community government get its money?
5. Do all families pay the same taxes?
6. What are some taxes your father pays? (If you don't know, ask him.)

7. How is the tax money used?
8. Make a list of people who are paid by the community government. Use page 75 of text for help.
9. Make a list of places built by the community government. Use page 75 of your text for help.
10. Who is the most important person in a community government.
11. What are some buildings built by the Newark community government?
12. Who are some people working for the Newark community government.
13. Go through magazines to find and cut out pictures of things a community government does for a community. Paste these on a large sheet of construction paper to use with your oral report.
14. Go through the box containing filmstrips and preview any filmstrips that you might be able to use when you make your oral report to the class.
15. Plan with your committee who will do certain jobs such as: put up the screen, run the projector, read the narration on the bottom of each picture, give an oral report on the information you have found and hold up the display your group has made.
16. Write a question that could be used as a test question from the information your committee has learned.

Protection in the Community

1. What two (2) occupations are used for protection of the community?
2. How does the police force help the community?
3. How does the fire department help the community?
4. Who pays the policemen and firemen?
5. Where does this money come from?
6. How does the police department help prevent crime in the community?
7. How does the fire department help prevent fires in the community?
8. Do policemen and firemen need special training? If so what kind?
9. How does the the city of Newark help to protect its community?
10. Go through magazines to find and cut out pictures of things a community has for its protection. Paste these on a large sheet of construction paper to use with your oral report.
11. Go through the box containing filmstrips and preview any filmstrips that you might be able to use when you might be able to use when you make your oral reports to the class.

12. Plan with your committee who will do certain jobs such as: put up the screen, run the projector, read the narration on the bottom of each picture, give an oral report on the information you have found, and hold up the display your group has made.
13. Write a question that could be used as a test question from the information your committee has learned.

C. Materials:
   1. Books:
      a. Textbook - Communities and Social Needs
      b. Encyclopedias - Volumes containing "C's"
      c. Baker, I Want to be a Taxi Driver
      d. Victory, Airplanes
      e. Greene, I Want to be a Road Builder
      f. Greene, I Want to be a Truck Driver
      g. Buehr, Trucks and Trucking
      h. Colby, Trucks on the Highway
      i. Baker, I Want to be a Beauty Operator
      j. Baker, I Want to be a Secretary
      k. Baker, I Want to be a Sales Clerk
      l. Bendick, The First Book of Supermarkets
      m. Greene, I Want to be a Baker
      n. Greene, I Want to be a Carpenter
      o. Greene, I Want to be a Musician
      p. Buchheimer, Let's Go to a Post Office
      q. Scarry, Schools Around the World
      r. Lovine, Under the City
      s. Greene, I Want to be a Policeman
      t. Coy, The First Book of Hospitals
      u. Greene, I Want to be a Telephone Operator
      v. Greene, I want to be a Mechanic
      w. Greene, I Want to be a Fireman
      x. Greene, I Want to be a Nurse
      y. Greene, Doctors and Nurses
      z. Chase, About the Captain of a Ship
      aa. Johnson, About the Engineer of a Train
      ab. Bartlett, A Book to Begin on Libraries
      ac. Schwartz, Museum
      ad. DeBarhegyi, A Book to Begin on Museums
      ae. McCarthy, Let's Go Vote
      af. Greene, What Do They Do?
      ag. Chase, A Visit to the Hospital
      ah. Schwartz, The City and its People
      ai. Newman, About the People Who Run Your City
      aj. Eichner, The First Book of Local Government
      ak. Greene, I Want to be an Airplane Hostess
      al. Buehr, Railroads Today and Yesterday
      am. McCabe, How Communication Helps Us

2. Booklets:
   a. Greater Newark Delaware - published at the Greater Newark Chamber of Commerce.
   b. The Represent You - published by the Newark League of Women Voters.
   c. Newark Lions Telephone Directory published by the Newark Lions Club.
   d. Summer Festival of the Arts published by the U. of D.
3. Filmstrips:
   a. Housing in Big City
   b. Food for Big City
   c. Big City Workers
   d. Education in Big City
   e. Police Protection in Big City
   f. Fire Protection in Big City
   g. Public Utilities in Big City
   h. Fun and Recreation in Big City
   i. The City Park
   j. Stores in the City
   k. How the City is Fed
   l. The City Playground
   m. Vocation in the City
   n. A City is Many Things - Services
   o. A City is Many Things - Transportation
   p. A City is Many Things - Buildings
   q. A City is Many Things - People at Leisure
   r. Factory Workers
   s. Communications and the Community
   t. Ocean Ships at Work
4. Filmstrip previewers
5. Projector
6. Screen
7. magazines
8. construction paper
9. scissors
10. paste or glue

A. Criterion-Referenced Objectives:
   7. Given a list of areas in a community based on the model community, constructed by the class, the students will be able to describe occupations of the community and name the areas where the occupations occur.

B. Learning Activities:
   4. Bulletin Board - Have the class construct a mural of a model community. Use the Jonathan, Minn. plan as a guide, page 460-b of the reprint from the World Book Encyclopedia, City/City Planning. On the chalkboard help them plan it as a group. Lead them to think about having tall buildings in the downtown area, houses in the residential area, big factories and warehouses in the industrial area, etc. When the planning is complete, divide the class into committees. Be sure each committee knows what it has to do and how to go about it.

5. Resource person - ask the city planner from the City of Newark to come and speak to the class on any current city planning being done in the city of Newark.
6. Game: Have the children play "Where Do I Work?" To start this game have one child describe the work done by a community worker. The other children could then guess from the list of areas found in their model community, where the person works. The child who guesses correctly could then give the next description. Example: I work for the community. I get paid by the community government. I teach children all day. Where do I work? Answer -- Education Center.

D. Evaluation:

Which of these groups of words name things that communities need? Write "X" before the answer you choose.

_____1. a good location
_____2. people who think only of themselves
_____3. places to build houses
_____4. a government

Which of these words or groups of words name ways people living in a community can travel? Write "X" before the answer you choose.

_____5. jet airplane
_____6. factories
_____7. trains
_____8. boats
_____9. grocery stores
_____10. cars

Which of these words name ways that help communities to get news? Write "N" before the answers you choose.

_____11. newspaper
_____12. telephones
_____13. residential
_____14. radio
_____15. capital
_____16. television

One word in the box belongs in each sentence below. Write each word where it belongs

schools	services	votes	govern	taxes

17. Governments get money from _____.
18. Tax money pays for building _____.
19. A community needs people to _____ it.
20. Community workers are paid for their _____.

Which answer to each question below is best? Write "X" before the answers you choose.

21. Which of these things do governments do for their communities?

____ a. pay workers to keep people safe
____ b. pay taxes on parks
____ c. print newspapers

22. Why does a community need a government?

____ a. to make people pay taxes
____ b. to give people a chance to vote
____ c. to give the community what it needs and wants

23.
24. These will be questions selected by the teacher which
25. were submitted by the committees working on the unit.

* *

NAME_____

Match the occupation with the need of the community. Do this by writing the proper letter on each blank.

____1. Government	A. Teacher
____2. Recreation	B. Chemist
____3. Protection	C. Saleslady
____4. Communication	D. Mayor
____5. Transportation	E. Artist
____6. Religion	F. Policeman
____7. Trade	G. Newspaperman
____8. Arts	H. Football Player
____9. Education	I. Truck Driver
____10. Industry	J. Minister

People work to provide themselves and their families with _____, _____, _____, and, _____.

Unit Title: ENVIRONMENTAL CONTROL

I. Unit Overview: The unit Environment Control purposes to identify at the primary level careers and work people do that are influenced by community environment. To provide an awareness that an "A" person is concerned with controlling those forces and conditions which will insure wise use of community's resources.

II. Unit Content Outline:
   A. Identify careers and work people do influenced by the community environment.
      1. Health, education and welfare(well-being)
      2. Food, clothing and shelter(individual needs)
   B. Forces and conditions effecting community environment.
      1. Weather (predicting)
      2. Resources (natural)
      3. Pollution (control)

III. Unit Objectives:
   1. Community Environment - The student will be able to identify careers and work people do that relate to a particular community.
      a. Health, Education and Welfare - The student will be able to identify careers and work that people do for individual well-being in relation to community environment.
      b. Food, Clothing, and Shelter - The student will be able to identify careers and work that people do for individual needs in relation to community environment.
   2. Forces and Conditions - The student will be able to recognize forces and conditions of the community which affect its environment.
      a. Weather - The student will be able to identify careers and work people do predicting weather in relation to its effect on the community environment.
      b. Resources - Students will be able to demonstrate ways natural resources affect the community environment.
      c. Pollution - Students will be able to investigate pollution and its effect on the community environment.

IV. Unit Description:

Unit Objective #1: Community Environment - The student will be able to identify careers and work people do that relate to a particular community.

A. Criterion-Referenced Objective:
   1. The student will be able to recognize and recite evidence of careers and work people do because of a particular community environment.

B. Learning Activities:

1. Student discuss a set of four pictures and denotes the one that has example of the major factors of a community environment (people, land, buildings) (language)
2. Student attaches labels on bulletin board around a picture of a community matching community features. (people-families, land-parks, building-schools, etc)
3. Student makes cardboard cut out of himself and places an outline map of United States showing where he was born or places he visited, etc. (social studies)
4. Student divides large piece of paper into four parts and makes drawing on separate parts of a farm, village, town, and city community. (art)
5. Student and entire class decide to stude a community different from his own. (Alaskan Village)
6. Student with aid of teacher lists reason why an Alaskan Village community could be different. (social studies and science)
7. Student visits library to investigate other sources of information about Alaska (library skills)
8. Student shares information that villages often depend on a particular environment of fishing, mining, wildlife, products, lumbering or farming as a way of life. (social studies)
9. Student works in one of the industry groups of flow chart showing steps and people involved in preparing the product for use by village people and/or others. (art, science, and social studies)
10. Student plans a make-believe trip into Alaska by car, (Alaskan Highway), train (Alaskan Railroad), boat (Yukon River), or airplane noting where dams, state and national parks, posted lands, restricted mining, weather stations, etc. have been established to insure wise use of the community resourses.

C. Materials:

1. Set of four different pictures
   a. One showing open land or forest
   b. One showing an individual person or persons
   c. One showing a single building (city or town)
   d. One showing people using the land and buildings.
2. Set of titles and labels:

People	Land	Buildings
1. family	1. parks	1. school
2. friends	2. streets	2. church
3. neighbors	3. trees	3. houses
4. workers	4. lakes	4. stores
		5. factories
		6. businesses

3. Small pieces of cardboard about 5" x 5".
4. Large outline map of United States. (Can be teacher of student made)
5. Large pieces of white construction and crayons (enough for each student).
6. Political map of United States.
7. Globe-with outline of the world; Globe-political; Globe-Physical.
8. Pictures of Alaska (National Geographic)
9. Library visit to collect books and review filmstrips about Alaska and related village life.
10. Large sheets of paper and paints or crayons for flow charts (one for each industry group decides to investigate)
11. Writing paper, construction paper, maps, books about Alaska for making Trip booklet.

Unit Objective #1a: Health, Education and Welfare - The student will be able to identify careers and work people do for individual well-being in relation to community environment.

A. Criterion-Referenced Objective:
   1. The student will be able to describe ways the community provides the services for health, education and welfare.

B. Learning Activities:
   1. Students, classmates and teacher discuss criteria for controlling environment for a community concerned about good health, education and welfare with focus on responsibilities of people, resources and facilities. (Teacher may suggest to start with self.)
      a. Health
         1. Student plans and constructs Good Health Habits poster to be kept on classroom wall or bulletin board. (Prevention-Science)
         2. Student writes a report or story about what parents and/or other members of family do or have done when he is sick or hurt. (language)
         3. Student and others construct a cardboard hospital, checking books about hospitals to include careers and work people do. (awareness)
         4. Student role-plays a visit to someone in the health services he has visited. (doctor, dentist, X-ray, etc.) (awareness)
         5. Student works with group on a large community map placing in models of community facilities. (hospital, emergency center, drug stores, etc.) (Protection
         6. Student collects and looks for health controls. (labels on drug bottles, doctors' prescription, etc.) (protection)

b. Education
   1. Student and classmates make a field trip of the school to review facilities and talk with different school personnel. (social studies)
   2. Student draws pictures of school personnel and jobs they were doing to control and school environment. (art) (custodian, playground and cafeteria worker)
   3. Student interviews different school personnel asking about specific job requirements, hours, likes and dislikes, etc. (language)
   4. Students make list of other possible places for learning besides own school. (field trips, museums, zoo, fairs, etc.) (social studies)

c. Welfare
   1. Student examines pictures or things that are placed on table that represents a signal for aid or warning. (telephone, alarms, whistle, etc.) (science)
   2. Student works with committee on building bulletin board display of sign and signals he should know. (school fire and alert signals, railroad crossing, etc.)
   3. Field trip or resource person from school to explain their function for the community (welfare-resource person--social worker).
   4. Student makes poster showing careers and work people to do control community environment. Police-control crime; doctors-controls disease; etc. (social studies and art).
   5. Student checks his home to look for way parents provide for family well-being.
      a. List emergency phone numbers.
      b. Safe places for medicine, matches, etc. (awareness)
   6. Student surveys community to check for number of facilities for health, safety, recreation, retirement facilities, etc. (awareness)

C. Materials:
   1. Poster paper
   2. Resource people - school nurse
   3. Large cardboard carton
   4. People comic books on health service careers and public services.
   5. Art materials
   6. Map paper
   7. Drug labels, doctor prescription sample, etc.
   8. Field trip survey paper
   9. Whistle, siren, telephone, stop sign, poison label, etc.
   10. Filmstrips:
      a. Good Health Ahead, 613.4
      b. Happy the Medicine Man, 610

Unit Objective #1b: Food,Clothing and Shelter - The student will be able to identify careers and work people do for individual needs in relation to community environment.

A. Criterion-Referenced Objective:
   1. The student will be able to identify careers and work people do for individual needs in relation to community environment.

B. Learning Activities:
   1. Student, classmates and teacher review criteria for community environment in relation to food, clothing and shelter.
      a. Food
         1. Student plans and constructs a balanced meal menu for a day or week. Discuss food requirements with cafeteria manager. (science)
         2. Student plans trip to store with parents to take part in selecting family's weekly food supply.
         3. Student helps plan a field trip to local supermarket to determine careers and work people do to insure food is safe for eating and fairness to buyers.
         4. Resource person - Example, meat inspector to explain controls on foods.
      b. Clothing
         1. Student plans and constructs a poster of the four seasons, illustrating importance of different clothing for each season. (awareness)
         2. Student constructs a chart on things he can do to take care of his clothes. (hang them up, keep them clean, use proper clothes for different activities, etc.)
         3. Student makes a picture catalogue of clothes with help of parents from Sears and Penney's catalogue, noting size, price, weight, etc. (math)
         4. Resource person from garmet factory or tailor to discuss and explain different materials. (science)
         5. Field trip to department store for different careers and work people do for providing clothes (where they are made and how they got here, etc.)
         6. Student role-plays different clothes for different jobs (waitress, business person) for safety and identification, etc. (awareness)
      C. Shelter
         1. Student makes poster of different kinds of shelters (umbrella) individual home, family, school, factory, hospital, garage, etc.)
         2. Student survey's home to make diagram of house to relate space and purpose.
         3. Field trip to construction site to see operation of careers and work people do to provide shelter.
         4. Field trip to lumber yard and hardware store to learn where and how materials come to the community.

5. Resource personnel - building inspector to relate requirements and building restrictions.
6. Student works with group to make a map of a make believe community, check with city planner for requirements and building restrictions.

C. Materials:
1. Basic food element chart
2. Booklet, Where Our Food Comes From
3. Resource Personnel - Food inspector
4. Field Trip - supermarket, etc.
5. Popeye Comic Book
6. Clothes sample
7. Microscope and hand lens
8. Poster paper
9. Art materials
10. Sears or Penney's catalogue
11. Filmstrips:
    a. How America is Clothed, 687.1
    b. People at Work, 33.11

Unit Objective #2a: Weather - The student will be able to identify careers and work people do predicting weather in relation to its effect on the community environment.

A. Criterion-Referenced Objectives:
1. Students will be able to determine indicators for predicting weather and conditions which effect community environment.

B. Learning Activities:
1. Student uses puppets to show and explain things he does when weather changes (different clothes, different sports, different foods, etc.)
2. Student interviews parent about things they do at home when weather changes (screens, antifreeze, air conditions, fuel for furnace, etc.) (science)
3. Student keeps a record of air changes by using indicators to recognize these changes. (thermometer, wind vanes, types of cloud measurement, humidity, etc.)
4. Student takes walking trip around community to look for signs of changes due to too little or too much of the effect of weather (cracks in walks, grass dying, tree limbs broken, stream over banks, etc.)
5. Student looks to weather bureau to help prepare for weather changes. (meterologist, newspaper report, etc.)

C. Materials:
1. Puppets
2. Home interview paper
3. Thermometer
4. Weather vane
5. Cloud chart
6. Reference books of weather.

7. Popeye Comic Book on Environmental Careers
8. Filmstrips:
   a. Air and the Weather, 551.59
   b. Weather maps and Weather Forecasting, 551.59
   c. Weather man at Work, 551.59
   d. A Visit to a Weather Station, 551.59

IV. Unit Objective #2b: Resources - The student will be able to demonstrate ways natural resources effect the community environment.

A. Criterion-Referenced Objectives:
   1. The student will be able to describe ways the community makes use of its natural resources.

B. Learning Activities:
   1. Students will make a poster of stream or river showing many ways the community uses its water. (awareness) Example: factories, bathing, recreation, drinking, etc.
   2. Students will construct a soil samples and show effects of wise use of different soils.(science)
   3. Students list things he has or uses that come from the forest products. (science)
   4. Student will construct a mobile showing place of wildlife in life cycle. (science)
   5. Student will help in the construction of a diorama showing important minerals in the producing of a product. (social studies and science) Example - Automobile
   6. Student will write a story about what it might be like to try and live comfortable without any services or products of people and language.

C. Materials:
   1. Poster paper
   2. Art materials
   3. Samples of different types of soil
   4. Forest products diagram
   5. Reference Books about natural resources
   6. Filmstrips: Series -- The Work of Water, etc. 551.3
   7. Life cycle chart

Unit Objective #2c: Pollution - The student will be able to investigate pollution and its effect on the community environment.

A. Criterion-Referenced Objective:
   1. The student will be able to demonstrate ways pollution control makes a cleaner community environment.

B. Learning Activities:
1. The student makes poster to illustrate ways he can help make a cleaner environment. (Example - Don't Be a Litter Bug.) (awareness)
2. Student prepares list of objectives his family can do to improve the environment (awareness) Example - No Burning Trash.
3. Student becomes aware of the word Ecology (relationship of all living things to other living things and their environment) by studying a particular environment. (science) Example - Field trip to Rittenhouse Park)
4. Resource person from University of Environmental Control to explain effects of an unbalanced environment (social studies) Example - Increased population
5. Interview person and work they do to improve the environment. (awareness) Example - chemist (study water samples) to the garage mechanic (checks car for wasted fuel and excess exhaust.)

C. Materials:
1. Poster paper
2. Art materials
3. Family environment improvement check list
4. Field trip to Rittenhouse Park
5. Resource people - University personnel
6. Interview question paper
7. Popeye Comic - Environmental Careers, King Features Syndicate, 235 E. 45th Street, New York, NY 10017
8. Filmstrips:
   a. Finding out How Things Change - 536
   b. Building for the Millions - 690
   c. Finding out About Land, Air, and Water - 551.3

Unit Title: EVERY COMMUNITY PROVIDES FOOD

I. Unit Overview: This unit is designed to make the children aware of the concept that the community's supply of food depends on many people within the community and outside of their community. The community's food supply also depends on the type of community they live in, which in turn effects eating habits. The basic types of food will be discussed and their need. During this work the children will discover the many jobs involved in the preparation of food, recognizing the diverse occupations involved with the production and distribution of the various types of food.

II. NOTE: Time-2weeks
NO. OF STUDENTS: 112

II. Unit Content Outline:

A. Initiation Procedure
1. Arrange bulletin board showing stores, supermarket, roadside stands, and other places where food is sold.
2. Ask the question:
a. Where does your family get food?
1. List responses on board
3. Ask the question:
a. Does everyone get their food in the same ways? What are other ways?
1. List responses

B. All People Need Food
1. Discuss why people need food.
2. Gather pictures to show different foods.
3. Begin a scrapbook.
4. Discover from books and other materials why people need food.

C. People Require 4 Kinds of Foods
1. Milk, eggs
2. Meat
3. Cereal
4. Vegetables and fruits.
5. Have children record their weekly menu
a. Discuss classifications of food into each type
6. Make a chart displaying the food groups. (2 groups)
7. Draw pictures to mount on food groups chart.

D. People Eat Differently to Acquire Their Daily Needs
1. Discuss the differences in people's meals
a. Consider the reasons
1. Age
2. Activity
3. Climate
4. Customs
2. Supply menus of homes and restaurants to explain differences in eating habits.

E. Many people in the community hold various jobs that provide food.
1. Ask the children who they know has a job related to food.

2. Draw pictures of the food workers
   a. Farmer
   b. Truck driver
   c. Baker
   d. Butcher
   e. Cashier
   f. Canner
   g. Picker

F. Food is provided in a community in many ways
   1. Make map showing major places to get food
      a. warm states--oranges . . . . . .
   2. Have class draw a picture of where their family gets their food.
   3. Write stories on "How My Family Gets Food"

G. The Supermarket Provides an important Community Service
   1. Discuss why people need the supermarket
   2. Gather pictures of people who work in the supermarket
   3. Have a supermarket employee(s) talk to class about their job.
   4. Take class on field trip to the supermarket.

IV. Unit Description:

Unit Objectives: After completing all work associated with this chapter, the student should be able to:

1. Describe orally how a community provides food.
2. State why food of different types are needed.
3. Understand why eating habits of people are different.
4. Identify the workers who provide food.
5. Discuss the importance of the supermarket.
6. Identify the workers in the supermarket.

A. Criterion-Referenced Objectives: The child will be able to...
   1. list 5 ways in which his family gets food.
   2. list 3 reasons why people require different types of food.
   3. list 4 different kinds of foods that everyone needs.
   4. Given two (2) different countries, the child will be able to distinguish similarities and differences in their food.
   5. list 3 people who prepare the food before it goes to market.
   6. Given a map and a list of food, the child will be able to show where they are grown.
   7. list at least 5 people who work in the supermarket.
   8. write two (2) reasons the people in their community need the supermarket.

B. Learning Activities:
   1. Make a food chart displaying four kinds of food everyone needs.
   2. Look at foreign countries and discuss how their foods differ from ours.
   3. Have school dietician talk to children.
   4. Write a paragraph on the job of the supermarket that you think you would be most qualified for.
   5. Look at school menu.

C. Materials:
1. Filmstrips:
   a. Story of: Supermarket
   b. " " Meat
   c. " " Milk
   d. " " Bread
   e. " " Fruits & Vegetables
   f. Harvest From the Sea
   g. Truck Farmer
   h. Grain From Farm to Table
2. Films: Bread, Rice, American Farmer, Wheat Country

D. Evaluation: The child will be able to...

Pre and Post Tests

1. list 5 ways in which his family gets food.
2. list 3 reasons why people require different types of food.
3. list 4 different kinds of foods that everyone needs.
4. Given 2 different countries the child will be able to distinguish similarities and differences in their food.
5. list 3 people who prepare the food before it goes to market.
6. list 5 people who work in the supermarket.
7. Write 2 reasons the people in your community need the supermarket.

Unit Title: FISHING, FARMING, POULTRY RAISING IN DELAWARE

I. Unit Overview: The location and physical make-up of the state of Delaware is one of the prime reasons for the fishing, agriculture (farming), and poultry raising industries.

Level fields and fertile soil provide for various crops to be raised in Delaware and shipped out of state. It is surprising to find the "Valley of the Green Giant" in southern Delaware and not at all in the state of Minnesota. Asparagus, peas and beans are raised in Delaware and shipped to Minnesota for marketing.

Southern Delaware's natural resources are perfect for a flourishing fishing industry. There are many opportunities in all phases of the fishing industry for careers. We can trace the jobs from the fisherman, to preparing, preserving, packaging, and shipping to the markets. The life style of the residents of a fishing community is dictated by the industry.

Delaware lends itself to fishing. Schools of menhaden along the Atlantic Coast provide the most valuable catch of Delaware fishermen. Factories at Lewes process the menhaden for industrial oils and fish meal. In addition, commercial fishermen catch sea trout, striped bass, crabs, and snapping turtles. They also dredge or dig up large quantities of oysters and clams.

Fresh water fish include bass, catfish, yellow perch and pike. Types of fish used for industry are clams, crabs, menhaden, oysters and sea trout.

Delaware lends itself to the poultry industry. Chicken and poultry have been the chief agricultural product since the 1930's. The farmers in central and southern Delaware raise poultry.

Broilers, or chickens between 6 and 13 weeks old are the chief cash farm product. Broiler production has made Sussex County one of the richest agricultural counties in the United States. The county's broilers provide over half of the state's farm income.

II. Unit Content Outline:
- A. Discuss kinds of careers in fishing, farming, poultry raising.
- B. Apply personal knowledge
- C. List names and types of jobs
  1. fishing
  2. farming
  3. chicken industry
- D. Identify jobs that go with each of the three industries.
- E. Classify jobs under the three (3) specific headings.
- F. Gather data for report on their individual job choice.

G. Compare finds of class reports
H. Make deductions as to types of careers available.
I. Apply knowledge gain to self now, and the future career chosen.

III. Unit Objectives: The pupils will be able to ...
1. discuss and learn about three of the main career opportunities in the state of Delaware.
   a. fishing
   b. farming
   c. poultry raising
2. identify and list some main careers related to the three chosen careers.
3. classify jobs under each category.
4. choose one occupation and gather data for a report.
5. give individual reports on their chosen topics.
6. compare class findings.
7. make deductions regarding findings.
8. apply knowledge gained about the three industries, to themselves, at present, and how it may affect their choice of a career in the future.

IV. Unit Description:

A. Criterion-Referenced Objectives:
1. The pupils will discuss and learn about three of the main career opportunities in the state of Delaware.
   a. fishing
   b. farming
   c. poultry raising
2. The pupils will identify and list some main careers related to the three chosen careers.
3. The pupils will classify jobs under each category.
4. The pupils will chose one occupation and gather data for a report.
5. The pupils will give individual reports on their chosen topics.
6. Pupils will compare class findings.
7. The pupils will make deductions regarding findings.
8. The pupils will apply knowledge gained about the three industries, to themselves, at present, and how it may affect their choice of a career in the future.

B. Learning Activities:
1. Specific Objectives:
   a. to define what we mean when we say fishing, farming, poultry industry.
   b. to do a research project on all three industries and careers available in each.
2. Discussion: Questions and Answers
   a. What kinds of jobs are in the fishing industry?
   b. What kinds of jobs are in farming, especially specialized farming?
   c. What kinds of jobs are in poultry industry?
   d. How do we go about learning of these jobs; where and what they are and how to get information about them?

3. Actual Activities:
   a. listing jobs
   b. discussion of preparation and training for
   c. making reports after individual pupil chooses the one he is interested in.
   d. class participation in comparing results of reports
   e. applying newly gained information to themselves, at present, and how it might affect their future.

C. Materials:
   1. Poultry Industry:
      a. Specific materials are requested by Dr. Gary Harpt, State supervisor of English to be mailed to Brookside School.
   2. Food Services:

a. Wheat Farmers in Western Canada	917.16
b. Gathering Eggs	630.1
c. The Butcher	664.9
d. The Dairyman	637
e. The Fruit and Vegetable Store	634
f. Supermarket Helpers - Study Print Set	658.87
g. Mountain Farmers in Colorado	986.1
h. Wheat Belt	917.8

   3. Delaware

a. History of Delaware - Part I	975.1
b. History of Delaware - Part II	975.1

   4. Books:
      a. Greene, Carla; I Want to be a Farmer, The Children's Press, Chicago, 1959.
      b. Books on Farm Life, Card File 630.1
      c. Greene, Carla; I Want to be a Dairy Farmer, The Children's Press, Chicago.
      d. FISH - BOOKS 639
         Card file also 597
   5. Filmstrips:

a. Chicken Little	398.2
b. Jack and the Beanstalk	398.2
c. The Little Red Hen and the Grain of Wheat	398.2 & record 398.2/L
d. The Town Mouse and the Country Mouse	398.2 & record 398.2/L

   6. Agriculture

a. Dairy Helpers - Study Print Set	637
b. The Dairyman	637
c. Feeding the Animals	630.1
d. Haying	630.1
e. Milking	630.1
f. Picking Fruit	630.1
g. Picking Vegetables	630.1
h. Story of Bread	664.7
i. Story of Cotton	633
j. How Apples Grow	634
k. Meat	641.3
l. Milk	637
m. Wool	677.3

Unit Title: FOODS

I. Unit Overview: Food is one of man's universal needs. Everybody enjoys eating and perhaps we all have a favorite food. Children know that food is purchased at a store, restaurant, or popular hamburger haven. They are not always aware of the importance of a well-balanced meal and have difficulty understanding that people are dependent on one another's efforts to obtain food.

Through this unit, the children should gain an understanding of the importance of food production and the relationship of several occupations to produce and distribute one specific product.

Many activities in this unit revolve around committee work. Hopefully, by working together to complete these activities, the children will learn that every job is important and each person has a responsibility to contribute to a finished product.

II. Unit Content Outline:

A. Dairy
   1. Types
   2. Production
      a. Pasteurization
      b. Homogenization
      c. Churning
      d. Bottling
      e. Delivering

B. Fruits and Vegetables
   1. Definitions
   2. Growth
      a. Fruits
         1. tree
         2. bush
         3. vine
      b. Vegetables
         1. roots
         2. leaves
         3. seeds
         4. stems
         5. flowers
   3. Processing
      a. Planting
      b. Pruning
      c. Cultivating
      d. Spraying
      e. Harvesting
      f. Packing
      g. Shipping

C. Meats, Fowl, Fish
   1. Source
   2. Raising
      a. Ranches
      b. Farms

3. Processing
   a. Meats
      1. buyers
      2. meat packers
      3. butchers
   b. Fowl
      1. farmer
   C. Fish
      1. fishermen
      2. cleaners
      3. canners

D. Grain
   1. Types
   2. Growth Regions
   3. Processes
      a. Plowing
      b. Harrowing
      c. Planting
      d. Spraying
      e. Inspecting
      f. Harvesting

III. Unit Objectives: The student will be able to ...
1. identify regions of the country where major food products are processed.
2. differentiate between the basic foods and their related groups.
3. classify and illustrate the sequence of food production.
4. gather information on certain food groups and categorize these groups according to their sources.
5. describe the various jobs needed for food production.
6. gather data on specific foods' ingredients.
7. prepare foods or examine the techniques involved in food preparation.

IV. Unit Description:

Unit Objective #1: The student will be able to identify regions of the country where major food products are processed.

A. Criterion-Referenced Objectives:
   1. The student will be able to locate on an individual map at least five (5) specific regions of food production in the United States.
   2. The student will be able to identify all the states that are major producers of a specific assigned food group.

B. Learning Activities:
   1. Each child will have a U.S. map. During the course of study, the children will cover various states which are important growth areas for different crops. Each state will be color-keyed.
   2. Play "Game of the States." A state will be named and children will be asked to identify crops or products related to that state.

C. Materials:
1. U.S. map
2. crayons
3. "Game of the States" - Milton Bradley Company
4. Specific filmstrips, loops, books, etc. listed at end of unit.

Unit Objective #2: The student will be able to differentiate between the basic foods and their related groups.

A. Criterion-Referenced Objective:
1. The student will be able to collect and organize twenty-five pictures into the various food group readings.
2. The student will be able to orally match the name of a designated food with its general group.

B. Learning Activities:
1. Cut pictures of various foods from newspapers and magazines, separate them into various groups, and make booklets.
2. Make a picture dictionary of new words learned while studying the four basic groups. Learn to spell as many new words as possible.
3. On a piece of tagboard, write the names of the children and selected foods representing the groups. Put a red check in the square if the child tried the food after the unit was taught; a blue check if he tried the food before the unit. Discuss the chart to find out if some children have learned to like a food that they thought they did not like.
4. Have a puppet show with homemade puppets. Children can work in committees and talk about the important aspects of their food group.
5. Let each child plan a meal that includes food from the four groups. Number and display each menu. The children will vote for the meal they like best. That meal would then be prepared by the class.

C. Materials:
1. Magazines
2. Newspapers
3. Scissors
4. Glue
5. White drawing paper
6. Tagboard
7. Cloth, Sticks, Yarn, etc. - articles needed for making puppets.
8. Specific film strips, loops, books, etc. mentioned at end of unit.

Unit Objective #3: The student will be able to classify and illustrate the sequence of food production.

A. Criterion-Referenced Objectives:
1. The student will be able to illustrate in comic strip form the process of milk production.

2. The student will be able to make his individual contribution to a group mural depicting wheat production.

B. Learning Activities:
1. Draw sequence pictures of the series of operations in the production of milk.
2. Make a mural of the successive stages of wheat raising.
3. Draw a series of pictures showing work done in an apple orchard.

C. Materials:
1. Oak tag strips
2. White drawing paper
3. Crayons
4. Paints
5. Specific filmstrips, loops, books, etc. mentioned at end of unit.

Unit Objective #4: The student will be able to gather information on certain food groups and categorize these groups according to their sources.

A. Criterion-Referenced Objectives:
1. The student will be able to categorize or list at least ten fruits and ten vegetables under their respective source or plant origins.
2. The student will be able to identify at least six (6) seeds with their fruits.

B. Learning Activities:
1. Draw or collect pictures of various fruits and classify them according to their sources - tree, bush, or vine fruits. This activity can also be done with vegetables by classifying them according to roots, leaves, seeds, stalks, blossoms, and fruits.
2. Collect seeds from fruits and label them.
3. Play the game "Beast, Bird, and Fish." A child announces a particular meat food and calls on others to classify it under a specific category. This could also be played with the sub-titles "Salt-water fish," "fresh-water fish" and "shellfish."
4. Make up riddles about fruits and vegetables.
5. Play a matching game, with pictures of fruits and vegetables and cards bearing their names.

C. Materials:
1. Magazines
2. Newspapers
3. Drawing paper
4. Seeds
5. Specified filmstrips, loops, books, etc. mentioned at end of unit.

Unit Objective #5: The student will be able to describe the various jobs needed for food production.

A. Criterion-Referenced Objective:
   1. The student will be able to pantomime his favorite job related to food production.
   2. The student will be able to identify at least three occupations related to specific food processes.
   3. The student will be able to illustrate an occupation discussed in the unit and write three basic responsibilities of that occupation.

B. Learning Activities:
   1. Play the game "I Saw." A child names a food group and acts out a job relating to a certain facet of that group. Other children guess what he is pantomiming.
   2. Draw a picture of the job you would like to do best regarding the production of foods.
   3. List the workers and machines which supply food from grain.
   4. Have children draw or paint pictures of cowboys' or ranchers' work.
   5. Visit a dairy foram or dairy.
   6. Visit a flour mill or bakery.
   7. Visit an apply orchard.
   8. Visit a butcher shop.
   9. Visit a poultry farm.
   10. Visit a large scale or small neighborhood vegetable garden. NOTE: All trips should include pre and post discussions. If trips are not possible, invite people associated with these areas to visit the classrooms.

C. Materials:
   1. Drawing paper
   2. Crayons
   3. Paints
   4. Specified filmstrips, loops, books, etc. mentioned at end of unit.

Unit Objective #6: The student will be able to gather data on specific foods' ingredients.

A. Criterion-Referenced Objective:
   1. The student will be able to make a list of the contents of at least three cans of food.
   2. The student will be able to find the contents of his favorite simple food.

B. Learning Activities:
   1. Make a survey of the different kinds of frozen and canned juices at the supermarket. Compare the contents.
   2. Visit a supermarket to find the prices of foods. Math problems could be made regarding prices, liquid and bulk measurement, etc.

3. Go to the dairy section of a supermarket. Study the variety of dairy products and compile a list of their contents and areas where they were produced.
4. Visit a meat counter and report to the class on the variety of meats. All visits could be done on a small group or individual basis.

C. Materials:
1. Paper and pencil for listing

Unit Objective #7: The student will be able to prepare or examine the techniques involved in food preparation.

A. Criterion-Referenced Objectives:
1. The student will be able to make butter.
2. The student will be able to list and prepare the various ingredients for vegetable soup.
3. The student will be able to contribute to and participate in various tasting parties.

B. Learning Activities:
1. Make butter; make milk from powdered milk.
2. Divide the class into small groups. Have one group grind grain into flour with a strong bowl and plastic muddler. Have another group grind grain in a small food grinder. Sift this flour and compare the two processes.
3. Show the high starch content in grains by cooking rice until the water is thickened. Pour off the water and soak a piece of cloth in it.
4. Plant wheat or some type of grain seeds in a pan or bos of soil and record day by day growth. This could also be done with fruit and vegetable seeds.
5. Make rolls from ready-mix materials or invite a mother to the classroom to show the children how she makes bread or rolls.
6. Work in committees to show different ways of using fruit. One group could make a fruit drink from powder or concentrate, one group could make fruit jello or other fruit dessert, and a third group could make applesauce, fruit salad, etc.
7. Make a vegetable soup. Write a recipe on the board for the class to read. The children can decide on the jobs to be done and appoint committees to carry out the duties.
8. Working in committees, the children could list the ingredients, figure the amounts, collect the money, make the purchases, prepare and serve tuna fish salad with crackers.
9. At the end of the unit, or after each food group is taught, a tasting party could be held. Small tasting party, and a fruit and vegetable tasting party.

C. Materials:

whipping cream	fruit, grain, vegetable seeds
baby food jars	plastic muddler
powdered milk	rice
paper cups	hot plate
wheat grain	pan
food grinder	cloth
sifter	pans
bowl	soil

Ingredients decided by committees to prepare fruit variations, soup and tuna salad. Tasting party ingredients decided by children.

Films: State Film Library: Dover, Delaware

Milk
Pigs
Bread
Johnny Appleseed
The Cow
How Plants Help Us
We Get Food From Plants and Animals
Plants That Grow From Leaves, Stems, and Roots.

Sources of Free and Inexpensive Materials:

National Dairy Council -- Catalog of Health and Education Materials
111 North Canal Street
Chicago, Illinois 60606

Cleveland District Dairy Council
2010 East 102nd Street
Cleveland, Ohio 44106

Wheat Flour Institute
Educational Division of Millers' National Foundation
309 West Jackson Boulevard
Chicago, Illinois 60606

Books:

Hastings, Evelyn; The Dairy, Melmont Pub.; 1958
Hanks, Marjorie; How We Get Our Dairy Foods; Benefic Press; 1963.
Chapin, Cynthia; Dairyman Don, Whitman, A.; 1964.
Liffring, Joan; Dee and Curtis on a Dairy Farm; Follett, 1957.
Wilkinson, Jean and Ned; Come to Work With Us in a Dairy; Sextant System, Inc. 1963.
Brooks, Anita; The Picture Book of Grains; Day, 1962.
Fenton, Carroll Lane; Plants That Feed Us; The Story of Grains and Vegetables; Day, 1956.
Uhl, Meloin; About Grasses, Grains, and Canes; Melmont Pub., 1964.
Colonuis, Lillian; At the Bakery; Melmont Pub.; 1953.

Greene, Carla; I Want to be a Baker; Childrens Press, 1956.
Mannheim, Grete; The Baker's Children: A Visit to a Family Bakery; Knopf, 1970.
Guilcher, J. Sterling; A Fruit Is Born, 1963.
Muehr, Walter; Meat from Ranch to Table.
Harrison, C.W. Watts, F.; The First Book of Commercial Fishing, 1964.
Ipcar, Dahloo; Lobsterman; Knopf, 1962.
Selsam, Millicent; The Carrot and Other Root Vegetables; Morrow, 1971.
Watson, Aldren; My Garden Grows; Viking Press; 1952.
Selsam, Millicent; Vegetables From Stems and Leaves; Morrow, 1972

Filmloops:

THE DAIRY, International Communications Foundation, Potters Photographic Applications, Co.
MILK COMES FROM COWS, Visual Education, Inc., 1971.
THE BUTCHER, International Communications Foundation, Potters Photographic Applications, Co.
FRUIT RIPENING, International Communications Foundation, Potters Photographic Applications, Co.

Filmstrips:

THE DAIRY AND FOREST REGION, Society for Visual Education, 1962.
THE STORY OF MILK, Society for Visual Education, 1964.
GETTING FOOD READY FOR MARKET, Encyclopedia Britannica Educational Corp., 1956.
KINDS OF FOOD, Encyclopedia Britannica Educational Corp., 1956.
WHERE FOOD COMES FROM, Encyclopedia Britannica Educational Corp., 1956.
GRAIN FROM FARM TO TABLE, Cereal Institute, Inc., produced by Midwest Film Studies.
THE STORY OF BREAD, Society for Visual Education, 1963.
THE STORY OF MEAT, Society for Visual Education, 1964.
THE NEIGHBORHOOD FISH STORE, Eye Gate
THE OCEAN IS JOBS FOR PEOPLE, Churchill Films, 1969.
COMMERCIAL FISHING, Eye Gate.
NEW ENGLAND: A REGIONAL STUDY, Eye Gate
THE STORY OF FRUITS AND VEGETABLES, Society for Visual Education, 1968.
VEGETATION AND MAN, McGraw-Hill Book Co., 1964.
CITRUS FAMILY TREE, Florida Citrus, Commission, produced by Teacher's Library, Inc.
THE STORY OF HOW APPLES GROW, National Apple Institute, Society for Visual Education.

Unit Title: HOSPITALITY AND RECREATIONAL SERVICES

I. Unit Overview: The unit Hospitality and Recreational Services at the Primary level endeavors to show that various occupations have specific responsibilities associated with a particular job. The unit has been devised to discuss three major areas: (1) Motels, Hotels, Restaurants; (2) The Zoo; (3) Beaches and Parks. Through discussion of waitresses, busboys, cashiers, managers, birds, mammals, reptiles, rangers, counselors, activities of counselors with campers, the need of people working together in an arena of public services is exemplified.

II. Unit Content Outline: NONE

III. Unit Objectives: Through a study of the units Restaurants, Motels, Hotels; the Zoo; Beaches and Parks; and viewing some occupation and services provided, pupils at the Primary level will be able to ...

1. Identify people with their occupations.
2. Classify articles as they pertain to appropriate settings.
3. Differentiate places of leisure.
4. Write a story using words with more than one meaning.
5. Illustrate a place.

IV. Unit Description:

Unit Objective #1: The pupils will be able to identify people with their occupations.

A. Criterion-Referenced Objectives:
   1. Displaying a chart that portrays ten pictures. The pupils will be able to identify the occupation the picture represents by matching the picture with a placard that names the occupation.

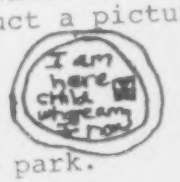
B. Learning Activities:
   1. Divide the class into three groups. Each group is to prepare a notebook:
      Group (1) Motels, hotels, restaurants
      Group (2) Animals at the Zoo
      Group (3) Beaches and Parks
      Each notebook should consist of:
      a. kinds of pictures depicting their topic (large, small, etc.)
      b. thing seen within their topic, and
      c. people working.
   2. As a class, make a collage - an arrangement of items pertaining to all three topics.

C. Materials:
   Filmstrip: "Our Parks and Playgrounds" - 790-0
   Movie: "The Washington Zoo"
   What Will I Be From A to Z, Donald L. Gelb

Unit Objective #2: The pupils will be able to classify articles as they pertain to appropriate settings.

A. Criterion-Referenced Objective:
   1. About twelve objects will be placed at random on a display table. Placards indicating the Zoo, Beaches and Parks, and Motels, Hotels, Restaurants will be placed at three (3) different sections of the table. The children will reassemble the objects by placing each object at its respective position.

B. Learning Activities:
   1. Divide the class into three groups. Each group will find a specific category of animal and place on bulletin board or 24" x 30" piece of oaktag. Categories - birds, mammals, reptiles.
   2. Teacher - Construct a picture wheel. Have picture of child centered on a smaller disc which can move clockwise or counter-clockwise to reveal different places in windows. Child is to answer "Where am I?"



   3. Plan a trip to a park.

C. Materials:
   1. Magazines
   2. Scissors
   3. Glue
   4. Books: I Want to be a Restaurant Owner - Greene

Unit Objective #3: The pupils will be able to differentiate places of leisure.

A. Criterion-Referenced Objective:
   1. Given three teacher-made maps or drawings that include pictures of activities, the pupils will identify the place by writing a title and labeling the areas drawn.

B. Learning Activities:
   1. Make a model park that consists of flowers, stream, trees, picnic tables and benches, animals, recreation area.
   2. Draw a map of the model park.
   3. Devise a legend of the map.
   4. Construct a model of a zoo.
   5. Design a floor plan of a hotel.
   6. Plan a tour of a hotel.

C. Materials:
   1. Scissors
   2. construction paper
   3. people pieces
   4. cardboard
   5. glue
   6. modeling clay
   7. balsa wood
   8. popsicle sticks
   9. mirror
   10. cloth

book: Forest Folk, Buff

Unit Objective #4: The pupils will be able to write a story using words with more than one meaning.

A. Criterion-Referenced Objective:
   1. Provided on experience chart that depicts or tells a picture story using synonyms, the pupils will write a picture story illustrating two uses of five words that have synonyms: snake, park, pocket, light, catch.

B. Learning Activities:
   1. Have each pupil (or group of children) prepare a list of words.
   2. Have them use each word at least two (2) ways.
   3. Have pupils write a poem of any of the words on their list to see how many words they can make rhyme with it.

C. Materials:
   1. Book: Farm in the Woods, Eberle

Unit Objective #5: The pupils will be able to illustrate a place.

A. Criterion-Referenced Objective:
   1. Having read a poem or short story about nature to the class, the pupils will illustrate a place by painting a picture of some part of the story or poem they like best. They will attach to their painting a brief description of what their painting represents.

B. Learning Activities:
   1. Play a record and have children close their eyes. As they listen to the music, ask them how it makes them feel and if it makes them feel like they are somewhere else.
   2. Have them paint an imaginary place and ask what is there? Do they see anything? If so, what? Try to paint it.

C. Materials:
   1. Record: Chopin

Unit Title: HOUSES FOR THE COMMUNITY

I. Unit Overview: The unit Houses for the Community, is developed to give the children a background in how a house is built. We have emphasized the many workers involved in the construction of a house and what their job entails. The children will learn the various tools, machines and equipment that are needed. The various environmental factors which influence the construction of a house will also be discussed.

NOTE: Time - 1½ weeks
NO. OF STUDENTS: 112

II. Unit Content Outline: Initiation Procedure
A. Many People Build Houses for the Community
1. Brick-layer
2. Electrician
3. Heating Cont.
4. Plumber
5. Plasterer
6. Excavater
7. Carpenter
8. Stone quarry worker
9. Lumberman
10. Painter
11. Landscaper
12. Architect
13. Brick-maker
14. Discussion of each jobs function
a. Ask questions
b. Refer to text

B. Environmental Factors Can Influence Construction
1. Availability of materials
2. Topographical features
3. Climate
4. Show pictures of houses and discuss any environmental factors.

C. Different Materials Needed to Build Houses
1. List different materials
2. Discuss reasons why different materials are needed.
a. Cement
b. Brick
c. Stone
d. Wood
e. Glass
f. Roofing
g. Etc.

D. Tools, Machines and Heavy Equipment Are Needed to Build Houses.
1. Hand tools
a. List each worker who uses hand tools
b. List the hand tool.
2. Small machine
a. List each worker who uses small machines
b. List the small machines
3. Heavy equipment
a. List each worker who uses heavy equipment
b. List the kinds of heavy equipment.

III. Unit Objectives: After completing all the material related to this unit the child will...
1. Realize that many people are involved in the construction of houses.
2. Understand that environmental factors can influence the construction of houses.
3. Realize that many different types of materials are needed to build houses.
4. Understand that several kinds of tools, machines, and heavy equipment are necessary to build a house.
5. Acquire a workable vocabulary relating to the construction of houses.

IV. Unit Description:

A. Criterion-Referenced Objectives:
1. List eight (8) workers involved in building houses.
2. Given a list of new vocabulary words, the child will match the new vocabulary words to their definitions.
3. Categorize six examples of environmental influences under the headings: Availability of materials, climate, and topography.
4. Give in his own words reasons why people choose different materials for building houses.
5. Name a tool, small machine, or piece of heavy equipment that each worker uses.

B. Learning Activities:
1. Have children cut out picture of house.
2. Have children make a list of all the different materials used in the construction of the house. (from #1)
3. Have children split into several groups. Each group will make a model house from boxes, milk cartons. The children can use material for decorating purposes. Also, they can design and make furniture. Landscaping can be done. (use sand, grass, twigs, etc.)
4. Hold up pictures of several kinds of houses. Have children decide what environmental factors could have influenced the building of such houses.
5. Have children paint a mural of the houses they live in.
6. Have children make-up blueprints of their houses.
7. Have the children make a scrapbook of pictures and drawings of types of tools, small machines, and heavy equipment that are used to build houses.

C. Materials: Books
Let's Build, Constance Homer, Hale, 1944, 694.
I Want to be a Carpenter, C. Greene, Childrens Press, 1959, 694.
Childs Book of Carpentry, J. Taylor, Greenburg, 1948, 694.
Carpentry for Children, J. E. Leavitt, Sterling, 1959, 684.
Tim and the Tool Chest, J. Beim, Morrow, 1951.
Childcraft, How We Get Things, Vol. 7, Field Enterprises, 1972. pp. 90-91, 94-95, 76-77.

Childcraft, About Me, Vol. 14, Field Enterprises, 1972, pp. 136-137.
Childcraft, How Things Work, Field Enterprises, 1972, pp. 262-263.
How a House Happens, J. Adkins.
Plumbing and How it Works, D. Urguhart.
The House on Grandfather's Hill, Hildegard Woodward, Scribner, 1961.
Houses, Irving Adler, Day, 1964.
I Know a House Builder, Polly Bolian, Putnam, 1968.
A World Full of Homes, William A. Burnes, McGraw-Hill, 1953.
True Book of Houses, Katherine Jones Carter, Childrens Press, 1957.
The Storybook of Houses, Maud Petersham, Winston, 1933.
Let's Find Out About Houses, Martha Shapp, Watts, 1960.

D. Evaluation: After completing all the work associated with this chapter:
1. The child will be able to list at least 8 people involved in building houses.
2. Given a list of new vocabulary words, the child will be able to match the vocabulary word to the definition.
3. Given a list of 6 examples of environmental factors, the child will be able to categorize them under the 3 headings; availability of materials, topography, and climate.
4. The child will be able to write in his own words, why people choose different materials for building their houses.
5. Given a list of 5 workers, the child must name a tool, machine, or heavy equipment that the worker uses.

Unit Title: INSTITUTIONAL CAREERS (such as colleges or univer-
or hospitals or medical centers)

I. Unit Overview: NONE

II. Unit Content Outline:
A. Discuss kinds of careers known about at both types of institutions.
B. Apply personal knowledge.
C. List types of jobs
D. Identify main jobs peculiar to both institutions.
E. Classify jobs into headings which require different type
F. Gather data for reports
G. Report individual findings
H. Compare class findings.
I. Make deductions of many types of career opportunities.
J. Apply knowledge to self, now and in the future.

III. Unit Objectives: The pupils will be able to...
1. discuss and gain knowledge of careers clustered around such institutions as universities and hospitals.
   a. jobs typical to medical profession
   b. jobs typical to academic profession
   c. jobs related to both types institutions.
2. identify and list some careers related to each profession and some jobs related to both professions.
3. classify jobs under each profession, and to both professions.
4. choose job or clusters of related jobs and do research on choice.
5. report individually.
6. compare reports and make deductions concerning jobs.
7. apply knowledge gained to self at present and how it may apply to a future career.

IV. Unit Description:

A. Criterion-Referenced Objectives:
1. The pupils will discuss and gain knowledge of careers clustered around such institutions as universities and hospitals
   a. jobs typical to medical profession
   b. jobs typical to academic profession
   c. jobs related to both types institutions
2. The pupils will identify and list some careers related to each profession and some careers related to both professions.
3. The pupils will classify jobs under each profession, and to both professions.
4. Pupils will choose job or clusters of related jobs and do research on choice.
5. Pupils will report individually.
6. Pupils will compare reports and make deductions concerning jobs.
7. Pupils will apply knowledge gained to self at present and how it may apply to a future career.

B. Learning Activities:
1. Discussion: Questions and Answers
a. What is a hospital or medical center?
(1) a place where people go to get medical services.
b. What kind of jobs are available at a medical center or hospital?
c. Are there other jobs besides those of the doctors and nurses?
d. What type of training is necessary for work here?
(1) Does one have to be trained for the medical profession to work at one of these institutions?
e. What is a college or university?
(1) a place where people go to get additional education.
f. What kind specific jobs will you find here?
(1) professors, teachers, assistants
g. Are there other jobs besides these of the professor and teachers?
h. What kind of training are necessary for work here?
i. Does one have to have an academic profession to work here?
j. What are some of the careers related to the University or College?

2. Specific Objectives:
a. to define a hospital or medical center.
b. to define a college or university.

3. Actual Activities:
a. List some of the main jobs found in each institution.
b. Identify and classify jobs under each institution specifically and jobs relating to both institutions generally.
c. Discuss preparation and training for jobs listed.
d. Choose a job or cluster of jobs and report on it.
e. Compare class results.
f. Apply what class has learned to themselves now and how it may effect them in the future.

C. Materials:
Bibliography: For background to interest pupils show filmstrips about people who have had careers in medicine, their biographies and some of their work in the medical field.

Provide information related to job clusters in this field by use of filmstrips, books, study print sets about the various kinds of jobs used in institutions such as; laundry, police, (for security) post office, and postal helpers, health and sanitary departments.

1. Field trips to:
a. Local university
b. Hospital or medical center

c. Resource people
   1. doctor
   2. nurse
   3. college or university professor
   4. people who work in some of the other job clustered around such an institution.

2. Filmstrips: Biography (listed under B)
   a. Edward Jenner
   b. Florence Nightingale
   c. Work of Louis Pasteur
   d. Walter Reed and the Conquest of Yellow Fever
   e. Edward Livingston Trudeau and the crusade against Turberculosis
   f. Health #614
   g. Hospital Helpers - Study Print Set #362.1
   h. Our Health Department #352
      JOB CLUSTERS
   i. Our Neighborhood Laundry #667.1
   j. Our Police Department #352
   k. Our Post Office #354

3. Study Print Set:
   a. Police Department Helpers #352
   b. Postal Helpers #354
   c. Sanitation and Sanitation Workers #614.7

4. Library Books:
   a. Hospital card file #362.1
   b. Medicine - Research #610.9
      # 92 Lis
      #610T
      #620
      # 92A
      #398.2W
      #610 HYD

Unit Title: INTRODUCTION TO MAPS AND GLOBES

I. Unit Overview: In this unit students will be introduced to the study of maps and globes. Since map reading is a developmental process not all globe and map reading and associated interpretive skills are taught to completion at any one grade.

The student will learn that a globe is a small model of the planet earth. They will find how land areas and water bodies are shown on a globe. They will be introduced to the directions and their symbols found on maps and globes. They will learn that a map is a flat drawing of a part of the earth's surface and that maps have signs and symbols that stand for certain things.

II. Unit Content Outline:
A. A globe is a small model of the earth.
B. How land and water areas are represented on a globe.
C. Directions found on maps and globes.
D. Maps are flat drawings representing parts of the earth's surface.
E. Maps have signs and symbols that stand for certain things.
F. Maps and globes help us locate places in the world.
G. The ways maps were made long ago and the way they are made today.
H. Make a salt map.

III. Unit Objectives: At the conclusion of this unit the student will be able to...
1. Name the president who in his early life was a surveyor and map maker.
2. Identify what direction is to the right of north.
3. Label the directions on a compass rose.
4. Name the directions you travel from one given location to another on a map.
5. Draw the symbols for words found in a legend on a map.
6. Name the type of water found in oceans.
7. Locate positions on a globe.
8. Label places on a map of the Western Hemisphere.
9. Label a topographic map.
10. Locate positions on a map using the grid system.
11. Identify those occupations that are dependent on maps and map skills.
12. Identify the means of transportation used for taking pictures of the earth to make maps.
13. Construct a salt map of an assigned area.
14. Name the occupation of a map maker.
15. Name the continent, country, and state where the student lives.

IV. Unit Description:

Unit Objective #1: The student will be able to name the president who in his early life was a surveyor and map maker.

A. Criterion-Referenced Objectives:
   1. The student given a list of 10 words or groups of words will be able to identify the early occupation of George Washington.

B. Learning Activities:
   1. Show and discuss "Maps Show Us Where" by Troll Assoc.
   2. Provide each student with a sheet of 12" x 18" construction paper, have him fold it in half and make a folder. He will write the title of the unit "Introduction to Maps and Globes" and his name on the front side.
   3. He may decorate the front of his folder using crayons and pencils.

C. Materials:
   1. Filmstrip "Maps Show Us Where" by Troll Associates.
   2. Filmstrip projector
   3. Screen
   4. 12" x 18" construction paper for each student
   5. Crayons.

Unit Objective #2: The student will be able to identify what direction is to the right of north.

A. Crition-Referenced Objectives:
   1. The student, given a list of 10 words or group of words will be able to identify the direction that is to the right of north.

B. Learning Activities:
   1. On a sunny day at noon take the children outside, the children's shadow's will point in an approximate northerly directions.
   2. If he knows the direction north he can then place the other directions: south is to the back, east is to his right and west is to his left.
   3. Go back into your classroom and try to establish the approximate directions north, south, east and west on your walls. Place a sign on each wall giving its directions.

C. Materials:
   1. four (4) cards with the directional name on each.
   2. tape

Unit Objective #3: The student will be able to label the directions on a compass rose.

A. Criterion-Referenced Objective:
   1. Given a compass rose, a list of eight (8) directions and their abbreviations; the student will be able to correctly label the compass rose.

B. Learning Activities:
1. Use transparency for worksheet 9 of "Map Reading Skills," by Visual Materials Inc., these stress cardinal and intermediate directions. Go over the 8 directions.
2. Have students draw a compass rose and label the 8 points.
3. Pass out dittos which go with the transparency and work in class.
4. Check the ditto as a group when everyone is completed.
5. These sheets should be placed in students map folder.

C. Materials:
1. Overhead projector
2. Screen
3. Transparency for page 9 of "Map Reading Skills" by Visual Materials Inc.
4. Plain white paper
5. Dittos for page 9 of "Map Reading Skills" by Visual Materials Inc.

Unit Objective #4: The student will be able to name the directions you travel from one given location to another on a map.

A. Criterion-Referenced Objective:
1. Given a map of a zoo, a compass rose and their symbols, and 10 statements asking for particular directions between two points; the student will be able to correctly name the direction from one given point to another given point.

B. Learning Activities:
1. Prepare an unlabeled transparency of your state and dittos to match. Give each student a ditto and have them label their map as you label the transparency. This should include a compass rose, states that surround your state, bodies of water in or near your state, capital city and other cities within your state.
2. Make a legend for your map this should include the symbols and words for the following: state boundary, capital city, water and land.
3. Discuss the directions of one given point to another. Example: If you were in Wilmington in what direction would you travel to get to Newark?
4. Have the student to color their dittos using the color code found in the legend. Example: blue for water, green for land.
5. This sheet should be placed in the students map folders.

C. Materials:
1. Transparency of your state (unlabeled)
2. Dittos to match transparency (unlabeled)
3. Overhead projector
4. Screen
5. Crayons

Unit Objective #5: The students will be able to draw the symbols for words found in a legend on a map.

A. Criterion-Referenced Objective:
1. Given a list of 11 words or groups of words the student will be able to draw symbols for those words that would be found in a legend of a map.

B. Learning Activities:
1. Read and discuss pages 79 to 87 of "Communities and Social Needs" by King, Bracken, Sloan.
2. Use a teacher made transparency which is a sketch of your school.
3. Provide each student with a ditto which matches the transparency and construct a legend, with the teacher using the students suggestions. She will label her transparency as the students label their dittos. Example: music room, cafeteria, etc.
4. Write a list of common terms and their symbols found on most maps on the blackboards. And have the students copy these on paper. Example: capital city , railroad , state boundary , etc.
5. These sheets should be placed in the student's map folders.

C. Materials:
1. Book "Communities and Social Needs" by King, Bracken, Sloan.
2. Teacher made transparency
3. Dittos
4. Overhead projector
5. Screen
6. Grease pencil
7. Paper

Unit Objective #6: The student will be able to name the type of water found in oceans.

A. Criterion-Referenced Objective:
1. The student given a list of 10 words or group of words will be able to identify the type of water found in oceans.

B. Learning Activities:
1. Discussion: talk about the two types of water (fresh and salt) and how they are different.
2. Read "Why The Sea Is Salt" A Norse Folk Tale by Gudrun Thorne-Thomsen.
3. Use overhead projector and designed transparency to give a scientific explanation as to why the oceans are salty.

Unit Objective #7: The student will be able to locate positions on a globe.

A. Criterion-Referenced Objective:
   1. Given a world globe the student will be able to locate continents, oceans, and countries as each is given orally by the teacher. Acceptability will be determined by the teacher.

B. Learning Activities:
   1. Show filmstrip "Globes: Our Most Accurate Maps" - by McGraw-Hill Book Co.
   2. Discuss why globes are more accurate maps than flat maps.
   3. Allow the students to handle globes in the classroom and have them ask each other where places are located on the globe.

C. Materials:
   1. Filmstrip: "Globes: Our Most Accurate Maps" - by McGraw-Hill Book Co.
   2. Filmstrip projector
   3. Screen
   4. World globes (about 6)

Unit Objective #8: The students will be able to label places on the map of the Western Hemisphere.

A. Criterion-Referenced Objective:
   1. Given a map of the Western Hemisphere and a list of 9 areas of the map, the student will be able to correctly label the map using the symbols underlined in the list.

B. Learning Activities:
   1. Using a globe point out the line which goes around the center of the earth - this line is the equator.
   2. Using a globe point out those lines north and south of the equator - north - Tropic of Cancer - South - Tropic of Capricorn.
   3. Pass out unlabeled dittos of Western Hemisphere and have the students label them according to the map on page 97 of "Communities and Social Needs" by King, Bracken, Sloan.
   4. When map is labeled it should be placed in each students map folder.

C. Materials:
   1. World globe
   2. dittos of Western Hemisphere
   3. textbook - "Communities and Social Needs" by King, Bracken, Sloan.

WESTERN HEMISPHERE

Unit Objective #9: The students will be able to label a topographic map.

A. Criterion-Referenced Objectives:
   1. Given an unlabeled map and a list of 8 topographical terms the student will be able to correctly label the map.

B. Learning Activities:
   1. Sketch on the blackboard a map with topographic features such as a mountain range, bay, gulf, plain, peninsula, tributary, delta, and strait.
   2. Have the students use paper and one by one list the topographic terms and their definitions. The students will copy these.
   3. The students will locate these features on the sketched map on the blackboard according to the definitions and label them.
   4. Provide the students with unlined paper and have them draw and label a copy of the map on the blackboard.
   5. These sheets should be placed in students map folder.

C. Materials:
   1. A sketch on the blackboard of a map with topographic features.
   2. Unlined paper for the class.

Unit Objective #10: The student will be able to locate positions on a map using the grid system.

A. Crtition-Referenced Objective:
   1. Given a map with a teacher made coordinate system super-imposed and a list of 8 alpha-numeric, coordinate pairs the student will be able to correctly name the lettered position corresponding to the coordinates using the grid system.

B. Learning Activities:
   1. Show filmstrip "Latitude and Longitude, Finding Places and Directions" by McGraw-Hill Book Co.
   2. Use transparency for page 8 of "Map Reading Skills" by Visual Materials Inc. this stresses finding positions on a map using a grid.
   3. Discuss how the game "Battleship" is played.
   4. Pass out dittos which go with the transparency and work in class.
   5. Check the ditto as a group when everyone is completed, a sketch could be placed on the blackboard of the grid and students locate the positions.
   6. This sheet should be placed in the students map folder.

C. Materials:
   1. Transparency and dittos for worksheet 8 of "Map Reading Skills" by Visual Materials Inc.
   2. Filmstrip "Latitude and Longitude: Finding Places and Directions" by McGraw-Hill Book Co.
   3. Projector
   4. Screen

Unit Objective #11: The student will be able to identify those occupations that are dependent on maps and map skills.

A. Criterion-Referenced Objective:
   1. Given a list of 10 occupations, the student will be able to underline the 5 occupations that require knowledge of maps and map skills.

B. Learning Activities:
   1. Using the blackboard have the student list the jobs that (1) do and (2) do not require map skills in the performance of their occupations. Examples:
      a. Do Need Map Skills In Their Jobs - Policeman, Astronauts, Weathermen, etc.
      b. Do Not Need Map Skills In Their Jobs - Baker, Cashier, Dentist, etc.
   2. Discuss why map skills are important to those people in list (a) and how they use them in their job.
   3. Given each student a sheet of 12" by 18" unlined newsprint and have him fold and crease it into 8 rectangles. On the top of his sheet he is to label "Jobs That Need Map Skills". In each rectangle, he is to draw and label a person in the performance of his job who requires map skills. He may use the occupations in list (a). When he has finished the 8 pictures he may go back and color them.
   4. These papers may be used for a bulletin board display or placed in the student map folders.

C. Materials:
   1. 12" x 18" unlined newsprint, one sheet per child.
   2. Crayons

Unit Objectives #12 and #14:
The students will be able to identify the means of transportation used for taking pictures of the earth. (#12)
The student will be able to name the occupation of a map maker. (#14)

A. Criterion-Referenced Objectives:
   1. The student will draw at least one map from an aerial photograph which will include the shape of the area, any topographic features, a compass rose and a legend. Acceptability will be determined by the teacher.

B. Learning Activities:
   1. Have the students compare actual aerial photographs of your area with maps which have been made of your area. These can usually be obtained from the U.S. Geological Survey or the Planning Commission for your area. Stress the importance of locating outstanding features such as railroad tracks, bodies of water, roads, etc. which can be easily found on the map.

2. Arrange the class in small groups, provide each group with an aerial photograph and one sheet of unlined paper for each student. Tell them they are now going to be cartographers.
3. List on the blackboard the features they are going to put on their own maps using the aerial photograph as a guide. The list will include the shape of the area, topographic features, train tracks, major roads, a compass rose, legend, etc.
4. When the maps are completed have them compare their maps with those that have been made by a professional cartographer.
5. These maps may be used for a bulletin board display or placed in each students map folder.

C. Materials:
1. Aerial photographs that have been used to make maps and the copies of the maps that were made from these photographs.
2. Unlined paper.

D. Evaluation:

Label these places on the map of the Western Hemisphere.

1. Write N on North America.
2. Write S on South America.
3. Write E on the Equator.
4. Write NP on the North Pole.
5. Write SP on the South Pole.
6. Write A on the Atlantic Ocean.
7. Write P on the Pacific Ocean.
8. Write TC on the Tropic of Cancer.
9. Write TN on the Tropic of Capricorn.

Use the words in the box to fill in the blanks.

Legend	North America	United States	Surveyor
Delaware	fresh	East	
salt	Africa	Mexico	

10. We live on the continent of _____.
11. The name of our country is the _____.
12. Our state's name is _____.
13. George Washington was a _____ in his early life.
14. _____ is to the right of north.
15. We must have a _____ to read a map.
16. Oceans have _____ water.

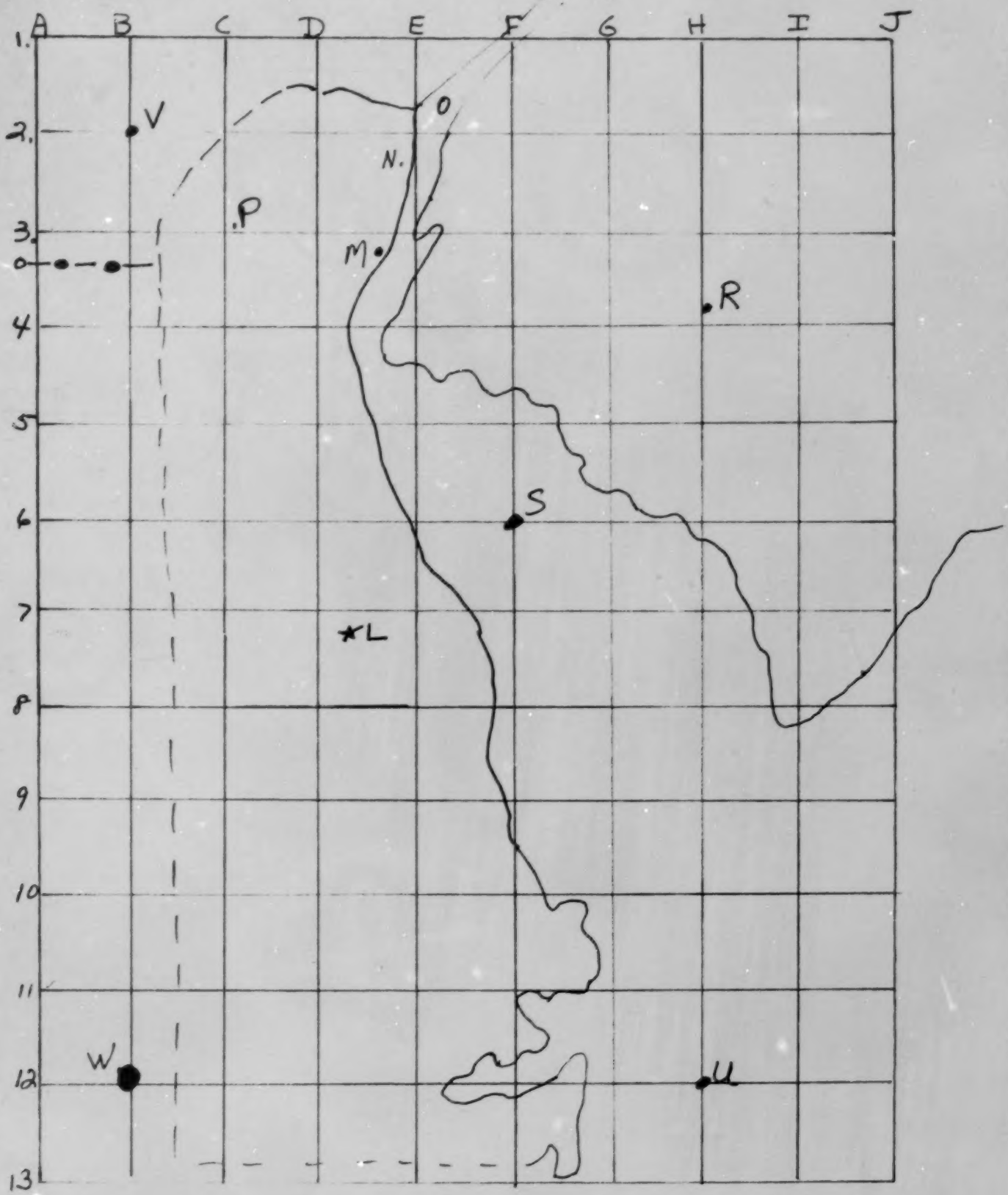
Using the grid system and the map of Delaware, locate these positions on the map. Fill in the letter name for the position.

_____B,2 _____E,2

_____F,6 _____C,3

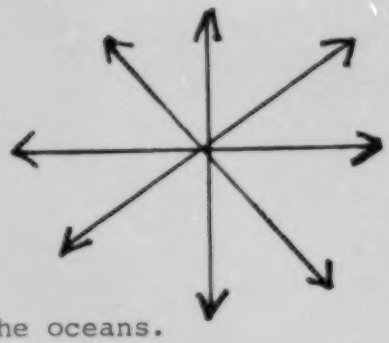
_____H,12 _____G,11

_____D,7 _____B,.2


A
B
C
D
E
F
G
H
I
J
1.
2.
3.
4
5
6
7
8
9
10
11
12
13
V
O
N.
P
M
R
S
L
W
U

Label the map below. Use the following labels in the spaces: peninsula, tributary, strait, delta, bay, gulf, mountain range, and plain.

Label the directions on the compass rose.

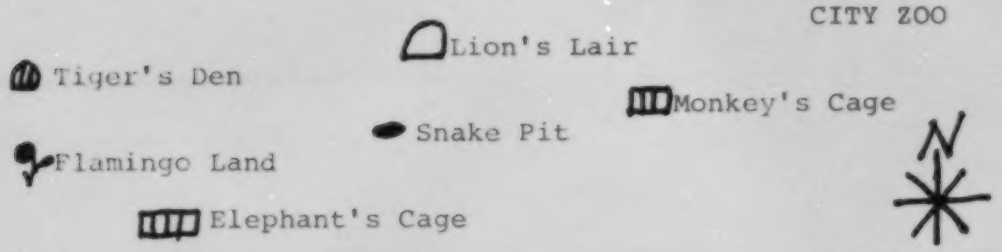


SE (southeast)
NW (northwest)
NE (northeast)
SW (southwest)
S (south)
E (east)
W (west)
N (north

Circle the continents and put a line under the oceans.

North America	Atlantic	United States
Japan	Europe	Antarctica
Arctic	India	Africa
Asia	South America	Norway
Indian	Australia	Pacific

CITY ZOO



Complete the following using these:

N-north	W-west	SE-southeast
S-south	NE-northeast	SW-southwest
E-east	NW-northwest	

1. In what direction would you travel from the Bear's Cage to the Snake Pit? _____.
2. In what direction would you travel from the Snake Pit to the Tiger's Den? _____.
3. In what direction would you travel from the Elephant's Cage to the Monkey's Cage? _____.
4. In what direction would you travel from the Lion's Liar to Flamingo Land? _____.
5. In what direction would you travel from the Snake Pit to the Monkey's Cage? _____.
6. In what direction would you travel from the Tiger's Den to Flamingo Land? _____.
7. In what direction would you travel from the Tiger's Den to Bear's Cage? _____.
8. In what direction would you travel from the Snake Pit to Flamingo Land? _____.
9. In what direction would you travel from the Monkey's Cage to the Lion's Lair? _____.
10. In what direction would you travel from the Lion's Lair to the Bear's Cage? _____.

Draw the symbol for the following:

1. mountains
2. bridge
3. church
4. railroad
5. school
6. river
7. state boundary
8. city
9. National capital
10. international boundary
11. capital

Circle the 5 persons who will need map skills in order to do their job.

Astronaut	Sailor	Typist	Dentist
Weatherman	Truckdriver	Cashier	Nurse
Policeman	Baker		

Unit Objective #13: The student will be able to construct a salt map of an assigned area.

A. Criterion-Referenced Objectives:
   1. Given an assigned map and a list of 8 criteria for their map the student will be able to construct a salt map. The criteria will include:
      a. if it is of a country or continent,
         1. the shape of the country or continent.
         2. mountains (if it has them)
         3. any large rivers
         4. the names of the oceans around your area.
         5. a directional rose
         6. a legend
         7. name of the area
         8. neatness and legibility
      b. if it is a state,
         1. the shape of the state
         2. mountains (if it has them)
         3. any large rivers or lakes
         4. the capital city
         5. a directional rose
         6. a legend
         7. the name of the state
         8. neatness and legibility. Acceptability will be determined by the teacher.

B. Learning Activities: The following will take several days:
   1. Have each student to bring in a 1 lb. box of salt and a piece of sturdy cardboard (about 8" x 10" at least 1 blank side).
   2. Give each student a ditto which lists the 8 criteria for their map and the assigned map they are to make.
   3. Go over the ditto with the class.
   4. Give each student a sheet of white unlined paper(8" x 10")
   5. Either have the reference materials in the classroom or allow the student to go to the library and find copies of their assigned maps.
   6. Have them make copies of their maps on the unlined paper. They should use the ditto sheet as a guide as to what should be on their map. Call this map 1.
   7. On their piece of cardboard have the students draw the shape of their map.
   8. In a bowl mix 3 cups of salt, 1 cup of flour and enough water to make the salt and flour mixture of a putty consistency. Each bowl should do about 3 maps.
   9. Have the students to use portions of the mixture and spread it inside their map shapes using the palms of their hands to press it out evenly and yet staying within their drawing. Using map 1 the students will be able to locate topographic features and put additional mixture where mountains are located, using clay tools they can carve rivers and lakes. When the interior of the map region is completed to their satisfaction have the students to clean any drops of mixture which may have fallen on their cardboard and which is not part of their map.

10. Allow several days for their maps to dry.
11. Prepare jars with tempera paints and provide brushes. Have each student to paint their salt map using the legend of map 1 as a guide; such as blue for water, green for land, brown for mountains, etc.
12. Allow several days to dry.
13. Using map 1 and the criteria on the ditto sheet have each student label their salt map.
14. These should be placed on display in some area of the school.

C. Materials:
1. Prepared ditto sheets.
2. Unlined white paper (8" x 10")
3. Reference maps
4. Cardboard (8" x 10" sheets unmarked)
5. Bowls (about 10 per class)
6. Salt (about 10 lbs. per class)
7. Flour (about 5 lbs. per class)
8. Water
9. Clay cutting tools or popsicle sticks
10. Jars
11. Tempera paints and brushes
12. Story of "Why The Sea Is Salt" A Norse Folk Tale by Gudrun Thorne-Thomsen
13. Overhead projector
14. Screen
15. Prepared transparency

Unit Objective #15: The student will be able to identify the continents and oceans.

A. Criterion-Referenced Objective:
1. Given a list of 15 words or group of words which include countries, continents, and oceans; the student will be able to circle the names of the continents and put a line under the names of the oceans.

B. Learning Activities:
1. Show filmstrip "Map Symbols and Terms"
2. Have a prepared unlabeled transparency of the world map.
3. Pass out unlabeled dittos of the world map and have students label their dittos as you label transparency.
4. These sheets should be placed in students map folder.

C. Materials:
1. Overhead projector
2. Screen
3. Filmstrip - "Map Symbols and Terms", McGraw-Hill Book Co.
4. Transparency of world map (unlabled)
5. Grease pencil
6. Dittos of world map (unlabeled)

D. Evaluation:

Ditto sheet for salt maps.

Name _____ Map _____

States

Your salt map should have:
1. The shape of the state
2. Mountains (if it has them)
3. Any large rivers
4. The capital city
5. A compass rose
6. A legend: the legend should have...
   a. a symbol for the capital city
   b. a symbol for rivers
   c. a color code for water, land, and mountains
7. The name of the state.
8. Your map must be neat and any written words legible so that you are communicating with me.

Name _____ Map _____

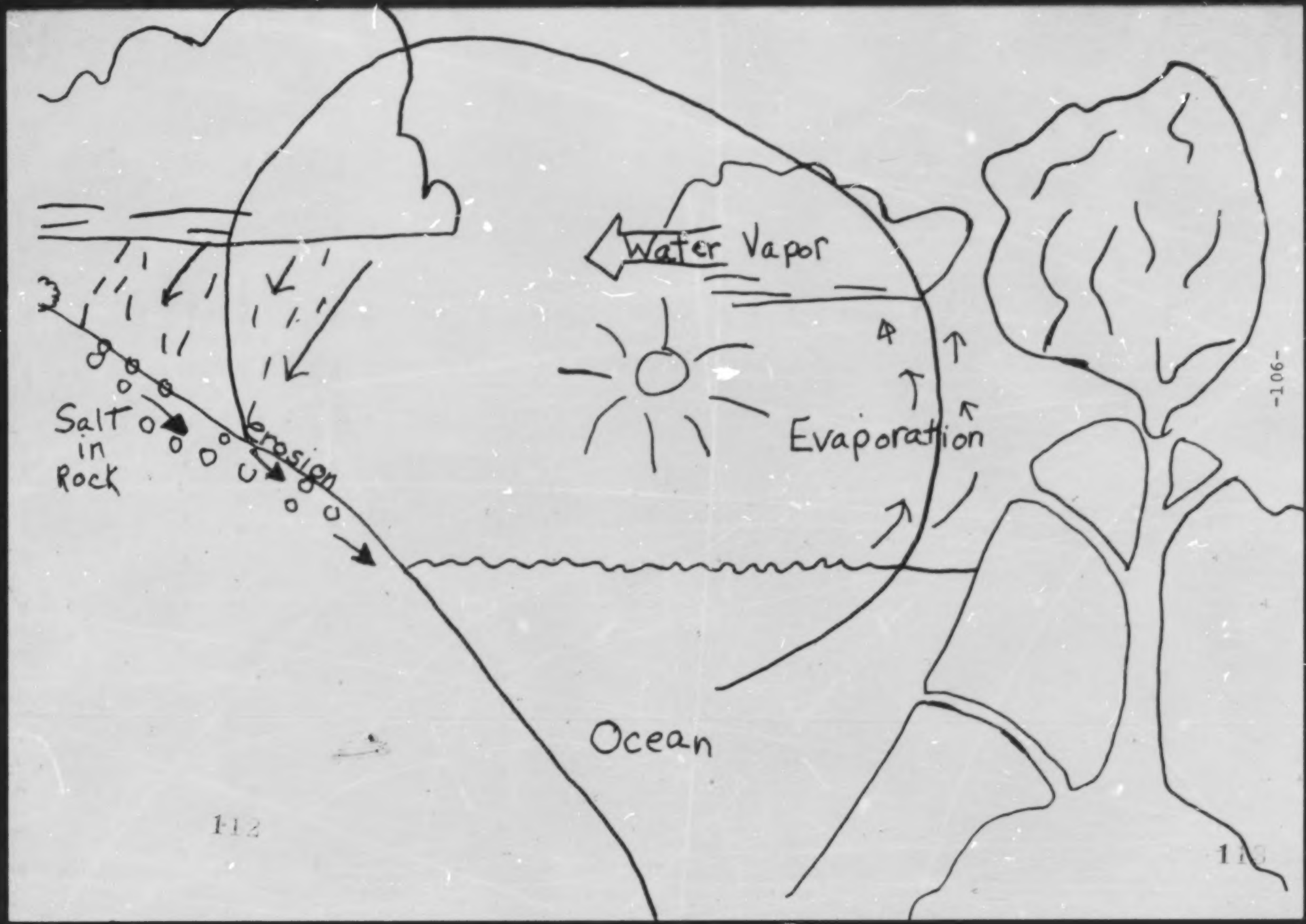
Continents or Countries

Your map should have:
1. The shape of the continent or country
2. Mountains (if it has them)
3. Any large river
4. The names of the ocean or oceans that borders your continent or country.
5. A compass rose
6. A legend: The legend should have...
   a. a symbol for rivers
   b. color codes for water, land and mountains
7. The name of the continent or country.
8. Your map must be neat and any written words elgible so that you are communicating with me.

BIBLIOGRAPHY

1. Bracken, D.K., King, F.M. and Sloan, H.A., Communities and Social Needs, Laidlaw Brothers, Publishers, Palo Alto, 1968.
2. Epstein, Sam and Beryl, The First Book of Maps and Globes, Franklin Watts, Inc., New York 1959.
3. Map Reading Skills, Visual Materials, Inc., Redwood City, California, 1970.
4. Marsha, Susan, All About Maps and Mapmaking, Random House, New York, 1963.

World Map


Water Vapor
Evaporation
Salt in Rock
Erosion
Ocean

Unit Title: KINDS OF COMMUNITIES

I. Unit Overview: In this unit the students will study about the different kinds of communities. They will learn that communities vary greatly in size, population, occupations, and kinds of buildings. The students will learn how farm communities help us and that the geographical location, climate, and type of soil determines what the farm will produce. A study will be made on how farm communities are linked to other communities. This will be followed by sections dealing with small cities, and towns, and big cities. They will learn how the land is used, how parts of the city are linked and the kinds of jobs people in these communities have. A special city, Washington D.C., will be introduced and what national needs this city satisfies.

II. Unit Content Outline:
   A. Farm Communities
   B. Town and Small Cities
   C. Big Cities

III. Unit Objectives: At the conclusion of this unit the student will be able to:
   1. Name things all farm communities have.
   2. List ways farm communities help other communities.
   3. Identify the things that help farmers decide how his land will be used.
   4. Name areas of a town or city.
   5. Identify things that link communities together.
   6. Name what every city must have.
   7. Identify the area where laws for a state are made.
   8. Name the capitol of our country.
   9. Identify the areas of a city often found close together.

IV. Unit Description:

   A. Criterion-Referenced Objectives:
      1. Given a list of 3 sentences relating to activities in a community, the student, will be able to identify 2 ways farm communities help other communities.
      2. Given a list of 4 groups of words, the student will be able to name the 3 things that help farmers decide how his land will be used.

   B. Learning Activities:
      1. Filmstrips:
         a. Incorporated filmstrips on farming
            Picking Vegetables
            Picking Fruit
            Vegetables for the City
         b. Discuss how the farmer decides to use his land. If he doesn't know where might he go for help?
      2. Discussion - review generalization on what every person needs--food, shelter, etc. Discuss where food comes from and why farm communities are so important to the people living in towns and big

cities. On the chalkboard list farm products grown in Delaware from children's responses and name some cities in the state they might be sent to.

C. Materials:
1. Textbook: Communities and Social Needs
2. Filmstrips:
   a. Picking Vegetables
   b. Picking Fruit
   c. Vegetables for the City
3. Dittos:
   a. pages 28, 29, and 30 from Hayes Social Studies for Community Living.
4. Projector and screen

A. Criterion-Referenced Objective:
3. Given a list of 6 words the student will be able to identify 4 things that link communities together.

B. Learning Activities:
1. Discussion: read and discuss pages 40 and 41 of the text.
2. Filmstrip: Show the filmstrip "Communications and the Community"; on the chalkboard list the ways communities are linked together, have students go to the board and check off those ways Wilson School is linked to the city of Newark.

C. Materials:
1. Textbook: Communities and Social Needs
2. Projector and screen
3. Filmstrip: "Communication and the Community"

A. Criterion-Referenced Objectives:
4. Given a list of 4 words the student will be able to name 3 areas of a town or city.
5. Given a list of 2 areas of a city or town the student will be able to identify the areas often found close together.

B. Learning Activities:
1. Bulletin Board - the teacher will make a large printed copy of the poem "Future Plans" by Harriette Wilber Porter. She will then have the class to go through magazines or draw and color pictures which relate to the occupations mentioned in the poem, she will mount the pictures around the poem.
2. Art Work - select children to work on committees (3), assign each to model community (farm, town, and big city). Each committee will make a rough draft on plain newsprint of their community and then assign certain areas of the model to members of the committee: roads, railroad tracks, stores, firehouse, house, etc. The members using scrap material (paper, cloth, sticks, etc.)will make reproductions of their assigned areas, mount them using paste or glue onto the mural paper using their original draft on newsprint as a

guide. When the murals are complete they may be put on display in the library, cafeteria, hallway, etc.

3. Filmstrips: Show filmstrips - "A City is People at Work, A City is Services, A City is Buildings, A City is People at Leisure;" Have class discussion after each filmstrip.

C. Materials:
1. Textbook - Communities and Social Needs
2. Copy of poem "Future Plans" by Harriette Wilbur Porter
3. magazines
4. construction paper
5. paste or glue
6. scissors
7. wrapping paper
8. sticks
9. crayons
10. newsprint paper
11. projector and screen
12. filmstrips

A. Criterion-Referenced Objectives:
6. Given a list of 4 words the student will be able to name one thing that every city must have.
7. Given a list of 4 words the student will be able to identify 1 area where laws for a state are made.

B. Learning Activities:
1. Guest speaker - invite a policeman or woman to speak to the class, have them talk about their job, training, and how they help the community. At the end of the guest speaker's presentation encourage the children to ask questions such as: Why did you become a policeman? etc.
2. Filmstrip: Show filmstrip - History of Delaware and discuss where the laws for the state were made.

C. Materials:
1. Textbook: Communities and Social Needs
2. projector
3. screen
4. Filmstrip: "History of Delaware Part #2"

POST TEST

Which of the words below name things all farm communities have? Write "X" before the words you choose.

____1. people
____2. buildings
____3. peanuts
____4. land

How do farm communities help us? Write "X" before the answers you choose.

____5. They produce much of our food.
____6. They produce cotton and wool for clothes.
____7. They make cotton thread.

Which of these groups of words name things that help farmers decide what to raise? Write "X" before the answer you choose.

____8. the kind of summer
____9. the grass
____10. the rainfall
____11. the kind of land

Which of these words name the areas of a town or city? Write "X" before the answer you choose.

____12. residential
____13. factories
____14. shopping
____15. industrial

Which of these words name things that link communities together? Write "X" before the answers you choose.

____16. highways
____17. codes
____18. mail service
____19. telephones
____20. taxes
____21. trains

One word in the box belongs in each sentence below. Write each word in the sentence where it belongs.

rules	rivers	capital	market

22. Every city must have _____.
23. Laws for a state are made in its _____.

Which word or words in () make each sentence below true? Circle the words you choose.

24. Shopping areas and (residential, factory) areas are often close together.
25. The capitol of our country is (Washington D.C., Dover).

Unit Title: LOCAL AND GLOBAL COMMUNICATION AND TRANSPORTATION

I. Unit Overview: Pupils will identify and discover why some local and global careers are located in specific localities because of geographical boundaries. Pupils will report on and compare these careers with those occurring in any location. Pupils will relate self, as an "A" person, as to how these careers may effect their future.

II. Unit Content Outline:
- A. Identify Careers and Types of Jobs as:
  1. Local and Global
  2. Geographically controlled careers
  3. Importance of these careers to work people do
- B. Report and Compare
  1. Local
  2. Global
  3. Geographically controlled careers
- C. Select and Relate:
  1. Pupils will choose a career and through the eyes of an "A" person use his reports to:
     a. illustrate
     b. dramatize
     c. conclude

     just how he is related to many of the careers in subject fields and how it might effect his future.

III. Unit Objectives: The students will be able...
1. to identify careers in communication and transportation.
2. to relate self and an "A" person to these careers:
   a. How do these careers effect me?
   b. How do I learn more about them?
   c. How will I know which to choose?
3. to discover that some careers exist because of geographic boundaries and other careers exist that have no boundaries.
4. to select careers from each subject field and:
   a. prepare oral and written reports.
   b. compare the careers in these reports as to geographic nature.
   c. to relate how a career of either kind might effect the future of the pupil.

IV. Unit Description:

Unit Objective #1: Student will be able to identify, select, list, and relate self to local and global careers and discover that some careers exist because of geographic boundaries.

- A. Criterion-Referenced Objective:
  1. Pupils will be able to identify, at least six (6), careers by looking at a selection of pictures showing workers performing specific tasks identified with careers in the subject field. Teacher will judge acceptability.

B. Learning Activities: Social Studies - Geography
1. Pupils will select six pictures, from a larger group, and be able to identify them to careers in communication and transportation, both local and global, and tell why they belong to this career cluster.
2. Teacher will select appropriate field trips.

C. Materials:
1. Peabody Language Development Kits, Level #2, American Guidance Service, Inc., Publishers Building, Circle Pines, Minnesota, 55014.
2. Dennison Bulletin Board Aids, Transportation, Community Helpers, Dennison Manufacturing Co., Framingham, Mass.
3. Language Experiences in Reading, Van Allen, Roach, and Allen, Claryce.
4. Encyclopedia Britannica Press, Chicago, Ill., 1970.
5. Children of Foreign Lands, Mimeograph Series, Continental Press, Elizabethtown, Pennsylvania.
6. Teacher's Personal Collections
7. Library Collections of Picture-Story Study Prints in subject field.
8. Outline Maps, The World, Western Hemisphere, Hayes School Publishing Co., Inc., Wickinsburg, PA.

Unit Objective #2: Student will be able to identify, select, list and relate self to local and global careers in communication and transportation and discover that some careers exist because of geographical boundaries.

A. Criterion-Referenced Objectives:
1. Pupil will be able to relate self as an "A" person by discussing his selection of pictures and answering the following questions (or similar ones).
   a. How do these careers effect me?
   b. How do I learn about them?
   c. How do I know which to choose?
   d. If I do not like the first job I get, will I be able to try a different job?
2. Acceptability will be judged by teacher.

B. Learning Activities:
1. Pupils select six (6) pictures in subject field.
2. Pupil discusses pictures with teacher and class.
3. After discussion, pupil chooses the one career he is most interested in, and projects himself into the career and sharing his information as a report or an activity with the class.
4. Teacher will select appropriate field trips.

Unit Objective #3: Student will be able to identify, select, list and relate self to local and global careers in communication and transportation and discover that some careers exist becuase of geographical boundaries.

A. Criterion-Referenced Objective:
   1. Pupil will be able to explain, by the use of outline maps of Delaware and the globe, why some careers occur in specific locations because of existing geographical features. Teacher will judge acceptability.

B. Learning Activities: Social Studies - Geography
   1. Pupil will study outline maps of Delaware and the globe and locate the localities, as nearly as possibly, of the six (6) careers they chose. They will explain why the specific job is located in this area.
   2. Pupil will study globe in order to locate the global careers.

C. Materials: Same as listed for first Unit Objective
   Additional Materials:
   1. Outline maps of state of Delaware, United States, North America, and globe.
   2. Globes of the world.
   3. Writing materials, i.e., crayons, magic markers, pens to mark maps, etc.

Unit Objective #4: Student will be able to identify, select, list and relate self to local and global careers in communication and transportation and discover that some careers exist because of geographical boundaries.

A. Criterion-Referenced Objective:
   1. Pupil will list the characteristics and describe the one career he has chosen from the original six (6) careers. This will be accomplished by illustrating, dramatizing, performing musical activities or games, and through oral or written reports or projects. Teacher will judge acceptability.

B. Learning Activities: Language Arts, Music, Drama, Physical Education
   1. Pupil will choose at least two (2) or more activities:
      a. illustrate chosen career in some form or art.
      b. report orally or in writing.
      c. dramatize duties of career chosen.
      d. plan, prepare, and present:
         1. games
         2. songs
         3. puppet show
   2. Details are as follows:
      The pupil will select six (6) pictures relating to the subject from a series of pictures on careers. He will identify the job the worker is doing to the career. (A) Requirement is that he picks at least two (2) jobs from each field. (B) is that he picks both local and global careers. (C) he will tell briefly why the jobs he picked belong to the career cluster of communication or transportation.
      Pictures may be chosen from teacher's collection; library collections, or some of the following may be used:

a. fireman
b. nurse
c. doctor
d. milkman (mobile truck)
e. school bus driver
f. traffic or patrol policeman (police car)
g. freight train (engineer)
h. steamship (captain or mates)
i. jet passenger or freight plane (pilot)
j. helicopter (pilot)
k. taxicab (cab driver)
l. streetcar (conductor)
m. tugboat (pilot)
n. tractor-trailer, deisels (drivers)
o. bus (local; inter-city and inter-state) drivers

Pupils relate self as an "A" person by discussing his choice of pictures and answering question similar to these:

a. How do these six (6) careers effect me?
b. How do I learn about them?
c. How do I know which to choose?
d. May I change jobs if I am not satisfied with my first choice.

Example answers:

"I chose these jobs because my father or some of my neighbors and friends do them. I know something about them and I believe I would like to try one or more of them when I grow up. I think I can find more about them from my teacher, by getting books and information from the library. I can possibly visit some of the places these jobs are located, or if it is a global job, I can watch some movies and look at some filmstrips And I will be able to find out if I can try more than one kind of job."

Following discussion and answer period, pupil will choose the one career he is most interested in and relate himself to that job by doing a "mini-research" project and sharing this with the class by a report of some activity of his choice.

Map Study: By the use of outline maps of the local state, Delaware in this case, and the United States and the World, pupil will study and locate, as nearly as possible the approximate location of the six (6) chosen careers. He will tell why the job has the location it has, and whether it depends on geographical boundaries.

Globe Study: An introduction to the globe is now appropriate: Have the pupil locate his two global careers.
OUTLINE MAPS ARE INCLUDED IN UNIT.
GLOBES WILL BE SELECTED FROM SOCIAL STUDIES LAB.
Pupil will relate self as an "A" person to career he chose by making a list of the special characteristics of the job. He will choose two activities:

a. Illustrate by coloring a picture, or drawing a picture of himself as our "A" person performing the task.

b. Write a report giving enough information to describe the job so the other pupils will have some general knowledge of this particular job.
c. Put on a skit acting out the duties of the job.
d. Make up a game related to the job. Make up or learn a song about the job and teach it to the class. Write and present a puppet show about the job.
e. Teacher will select appropriate field trips.

C. Materials: Same as listed for first Unit Objective
1. Puppets
2. Puppet stage
3. Song books
4. Art Materials
5. Reference books
6. Outline maps: Hayes School Publishing Co., Inc.
   a. The World
   b. Western Hemisphere

Unit Title: MAP AND GLOBE SKILLS

I. Unit Overview: Since part of this course of study deals with community life and services, the student should be able to name and locate the home community on a map and globe. The student will learn that a map is a special kind of drawing made to show a simple environment or an environment of many people. The student will be introduced to maps of the world, continent, country, state, community, and small areas (i.e. classroom).

The student will also work with the language of maps by studying direction, distance, and symbols. By experimenting with maps, the student will learn that every map symbol represents something real (though not necessarily visible) on the earth.

Through the use of activities and audio-visuals in this unit, the student will learn about maps by working and experimenting with them.

II. Unit Content Outline:

A. Globe
   1. Earth model
      a. Spherical shape
      b. Revolution
      c. Composition
         1. Continents and oceans
   2. Poles and Equators
      a. Location
   3. North, South, East, West
      a. Compare and contrast
   4. Landmasses and Continents
      a. Name -- Shape identification
      b. Location -- Boundary
   5. American Continents
      a. Name -- Shape identification
      b. Location -- Poles and equator

B. Maps and their Symbols
   1. Map definition
      a. Flat drawing of all or part of earth's surface (Bird's Eye View)
   2. Scale
      a. Inch
      b. Graphic
      c. Correspondence of items to size
   3. Directions
      a. Cardinal
   4. Symbols
      a. Pictorial and semi-pictorial
         1. Legend or key
            a. State and national boundaries
            b. Cities
            c. Lakes, rivers, oceans
      b. Color
         1. Geographical features

C. Terms:

community	equal	Atlantic Ocean
planet	directions	United States
earth	Eurasia	Mexico
world	continent	Pacific Ocean
model	Europe	state
globe	Asia	city
ocean	North America	town
landmass	South America	village
poles	review	rural
Equator	country	key
North Pole	Canada	mountains
South Pole	map	symbol
capitol	county	plains

III. Unit Objectives: The student will be able to...
1. identify the globe as an Earth model and recognize that all of the land and water of the earth can be shown on a globe.
2. find the location of the Poles, the equator, the continents, and oceans on both a map and globe.
3. find and identify the cardinal directions.
4. recognize that a country is a subdivision of a continent and list the countries in the continent of North America.
5. examine a United States map and recognize and cite the fifty states, two of which are not conterminous.
6. examine and illustrate boundary lines.
7. name and locate the home, state and community.
8. recognize map signs and symbols in a key or legend and construct maps using symbols and signs in a key or legend.

IV. Unit Description:

Unit Objective #1: The student will be able to identify the globe as an Earth model and recognize that all of the land and water of the earth can be shown on a globe.

A. Criterion-Referenced Objectives:
1. The student will be able to locate at least three (3) land areas and three water areas on the globe.
2. The student will be able to categorize a list of ten terms relating to the globe under land and water headings.

B. Learning Activities:
1. Mark the land and water areas on a globe by using small models (tiny figures, animals, ships, etc.) and attaching them to the globe with play dough.
2. Play a relay quiz game based on maps and globes. Divide specific land and water areas. The other team must correctly identify the name mentioned under the proper heading. Game then reverses.

C. Materials:
1. Small models (people figures, animals, ships, et.)
2. Playdough
3. Globe
4. Related filmstrips, transparencies, books, et. mentioned at end of unit.

Unit Objective #2: The student will be able to find the location of the Poles, the equator, the continents, and oceans on both a map and globe.

A. Criterion-Referenced Objectives:
   1. The student will be able to locate the North Pole, South Pole, Equator, Eurasia, North America, and all the others on a globe.
   2. The student will be able to identify Eurasia (Europe and Asia), South America, and North America on a world map.
   3. Given an individual unlabeled world map, the student will be able to find and color specific continents. Number of and name of continents will be determined by the teacher.

B. Learning Activities:
   1. Keep a globe and world map in the classroom to enable the children to examine and locate places in their free time. Give each child an individual world map so he or she may practice coloring continents.
   2. Trace the continents from a map or globe. Trace again on paper, flannel, or felt. Use these silhouettes to identify continent outlines. Paste silhouettes into booklets and write a sentence about each continent. Play a game by having children match shapes with continent names.
   3. Use yarn or string and ruler to measure the distance on the globe from the North Pole to certain designated areas such as Anchorage, Stockholm, Mexico City, and Tokyo. Measure the designated areas from the South Pole. Measure the designated areas from Delaware. Make a chart. Comparisons and contrasts can then be made from the chart, **i.e.** what is the nearest and farthest area from Delaware.
   4. Pick two capital cities, **i.e.** Washington, D.C. and Tokyo. By examining the globe and world map, compare and contrast such things as distance from the equator, distance from the North Pole, nearness to oceans, etc.
   5. Make labels of the names of continents and oceans and attach them to the globe with masking tape. Learn to spell the names of continents and oceans.
   6. Play the game "Spinners." The game should be played in pairs. One child spins the globe and the other stops it by putting his or her finger on an ocean or continent. The child who spins the globe must identify the designated area. Game continues with each child in a new role.
   7. Help children identify the home continent by fastening small cardboard figures of a boy and a girl on the globe at the approximate location of the local community.

C. Materials:
1. Globe, world map
2. individual world map
3. felt, flannel, yarn
4. construction paper
5. chart paper, tracing paper
6. string, rulers
7. crayons, pencils
8. masking tape
9. related filmstrips, transparencies, books, etc. mentioned at end of unit.

Unit Objective #3: The student will be able to find and identify the cardinal directions.

A. Criterion-Referenced Objectives:
1. The student will be able to manipulate a compass to find the cardinal directions in a teacher designated area.

B. Learning Activities:
1. Use a compass to locate cardinal directions in the classroom. Label the directions. Have the children practice recognizing directions by standing in one direction, and naming the direction to the rear, left, and right of them.
2. Have each child pick a mini-environment in the school area (outdoors) or at home. Using a compass to find the north direction, they should be able to recognize the other directions. On a piece of drawing paper, have them draw what they saw in each direction of the mini-environment.

C. Materials:
1. Compass
2. Drawing paper
3. Crayons
4. Construction paper for labeling
5. related filmstrips, transparencies, books, etc. mentioned at the end of the unit.

Unit Objective #4: The student will be able to recognize that a country is a sub-division of a continent and list the countries in the continent of North America.

A. Criterion-Referenced Objective:
1. The student will be able to locate the United States, Mexico, and Canada on a North American map and point to the north, south, east and west boundaries of the United States.

B. Learning Activities.
1. Find the boundary lines between Canada, Mexico, and the United States on the globe and map. Point out that Alaska and Hawaii are parts of the U.S. and make sure children can locate them properly on the globe.

2. Give each child an outline map of North America. Color the United States, Canada, and Mexico each a different color. Cut out each country so the child can learn the country's shape and practice its location.

C. Materials:
1. Globe
2. North American map
3. Individual North American outline maps
4. Crayons
5. Scissors
6. related filmstrips, transparencies, books, etc. at end of unit.

Unit Objective #5: The student will be able to examine a United States map and recognize and cite the fifty states, two of which are not conterminous.

A. Criterion-Referenced Objectives:
1. The student will be able to list at least three states on each boundary of the United States.
2. The student will be able to name at least six states by observing their shapes and categorize them according to their location (north, south, east, west).

B. Learning Activities:
1. Work with United States map puzzles and flash cards. Have children identify states by name, shape, location, position, bordering states, etc.
2. Give each child an individual U.S. map to practice.

C. Materials:
1. Game of the States -- Milton Bradley
2. United States Flash Cards -- Milton Bradley
3. Know Your States Flash Cards -- Dolch
4. Create a Map
5. Giant U.S. puzzle map
6. Individual U.S. map
7. Related filmstrips, transparencies, books, etc. at end of unit.

Unit Objective #6: The student will be able to examine and illustrate boundary lines.

A. Criterion-Referenced Objective:
1. The student will be able to list at least ten states that have a river, lake, or ocean as part of the boundary.
2. The student will be able to identify and draw a map of the home state using proper symbols for the boundary.

B. Learning Activities:
1. Practice drawing or tracing a map of Delaware using the proper symbols for state boundaries. Children should be able to tell whether rivers, lakes, or oceans are part of the boundary.
2. Put together a puzzle of the United States. Make a list of the states that have an ocean, river, or lake forming at least one boundary . Discuss why some rivers are represented with black rather than blue wiggly lines.
3. Compare and contrast several maps to see how different mapmakers use different symbols for state boundaries. Note that all state boundary symbols should consist of solid or broken lines.

C. Materials:
1. Tracing paper
2. Drawing paper
3. U.S. puzzle map
4. Delaware map (small and large)
5. Various maps to illustrate boundaries
6. Related filmstrips, books, transparencies, etc. at end of unit.

Unit Objective #7: The student will be able to name and locate the home state and community.

A. Criterion-Referenced Objectives;
1. The student will be able to locate the approximate area of his home state and community on a North American map, a U.S. map and a regional map.
2. The student will be able to draw a map of the home neighborhood and home school area.

B. Learning Activities:
1. Use an opaque projector to make an outline of Delaware on a bulletin board. Using crayon or colored chalk, locate and label a few of the larger cities and some of the smaller ones. Write the name of each city beside the proper symbol. i.e. capital, large, small.
2. Use a sandbox or large cardboard box. Make a model of the school grounds showing the outside edge of the school grounds, the playground, the side walks, the school building, etc. From this model, construct a map.
3. Above activity can also be applied to neighborhood. Playskool Village blocks are good to construct an area and then make a map of the area.
4. Prepare simple maps of classroom, school, home (see evaluation).

9. Make a bulletin board map of the school area. Arrange paper houses, the school, and other landmarks on the map. If a child lives near the school, have the child explain how he or she walks to school. If a child rides the bus, perhaps he or she could draw a route map of the bus ride.

C. Materials:
1. Opaque projector
2. Delaware outline map
3. crayons, pencils, colored chalk
4. sandbox or large cardboard box
5. drawing paper, rulers
6. construction paper
7. bulletin board
8. Playskool Village blocks

Unit Objective #3: The student will be able to recognize map signs and symbols in a key or legend and construct maps using symbols and signs in a key or legend.

A. Criterion-Referenced Objective:
1. The student will be able to interpret a map of the home state by looking at symbols in the key or legend.
2. The student will be able to construct a map of a pretend area and make a key by creating symbols.

B. Learning Activities:
1. Use blocks (Playskool or others) to construct a make-believe town. Make a map of the town using various symbols for objects.
2. Select a map and cover the key. Ask the children to interpret the map without a key; then check their answers with the key.
3. On a map of the United States, have the children count the number of cities which have symbols larger than dots, i.e. find the state capitals by looking for their symbols.*
4. Book at the map key on a state map of Delaware or the home state. Interpret the map key to find some interesting facts about the state. Locate any lakes, rivers, or oceans near the home community.
5. Make a map of Delaware or home state on the bulletin board or chalkboard. Using a color key, show the various physical features, i.e. mountains, highlands, lowlands.
6. Have each child make a map of a "pretend area." Use at least four colors and four symbols in the key. Have each child relate the story of his or her map.
7. Throughout the year, have several treasure hunts. One group of children could hide objects and make a treasure map. The other group could look for the treasure. Reverse group roles.

C. Materials:
1. Playskool or other blocks
2. United States map
3. Delaware map
4. Simple maps containing a key or legend
5. Crayons, drawing paper, bulletin board

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4. Oliver, John E., What We Find When We Look at Maps, McGraw-Hill, 1970.

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1. Maps and Map Projections, McGraw-Hill, 1964.
2. Map Symbols, Dots, and Lines, Rand McNally.
3. How Far is Far, Popular Science Filmstrip, McGraw-Hill, 1967.
4. Using Maps and Globes, Rand McNally and Society for Visual Education, 1954.
5. Understanding Globes, Eye Gate, 1974.
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7. Introduction to the Globe, Jam Handy Organization, 1952.
8. The Earth in Space, The Earth and the Universe Series, Society for Visual Education, 1962.

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1. Delaware Department of Public Instruction, Map Skills - Recognizing Physical Features.
2. Maps are Fun.

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   Topics -- Elevation
   Globe
   United States graphic relief map
   Hill; Mountain
   Lake; River
   Mountain range; Mountain chain
   Ocean; sea; bay; gulf
   Plains
   Polar regions
   Political map
   Relief map
   Revolution
   Rotation
   Scale of miles

2. [illegible]strom Co., Chicago, 1969.
   Topics -- U.S. Outline Map Without Streams
   Major Land Forms of the United States

3. 3M Co., 1966
   United States Map

Study Prints:

1. Map Symbols and Geographic Terms Charts, Nystrom, Chicago, 1964.
   Topics -- How a dam, reservoir, and canal are shown on a map.
   How boundaries are shown on a map.
   How a swamp and marsh are shown on a map.
   Large city and medium city map symbols.

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2. Lockhart, David, Map Skills Project Book I, Scholastic Magazines Inc., New York, 1970.
3. McCarthy, Mary Catherine, editor-in-chief of the Social Science Staff of the Educational Research Council of America, Communities at Home and Abroad, Allyn and Bacon, Inc., Boston, 1970.

Unit Title: RAILROAD -- AN IMPORTANT PART OF COMMUNITY LIFE

I. Unit Overview: From the Railroads -- An Important Part of Community Life unit, the students will gain a general background of knowledge about the history of railroading and an overview of services the railroads provide in the community both as a means of transporting goods, passengers, and providing jobs for people to earn a living.

NOTE: Time - 3 weeks
NO. OF STUDENTS - 112

II. Unit Content Outline:

A. Initiation Procedure:
1. Show picture and poem or record about railroads.
a. Lead into discussion with children encouraging them to tell what they know about trains.
b. Children tell their own experiences (trips, etc.) with trains.
2. Prepare a bulletin board with pictures of various trains
a. Stimulate discussion about similarities and differences.

B. History:
1. Read -- "The Iron Roads"
a. Discuss readings
2. Introduce important contributions to the American Railroad.
a. Oliver Evans, "First Steam Engine"
b. John Stevens, "Father of U.S. Railroad", first locomotive to run on rail in U.S.
c. Peter Cooper, "Tom Thumb", first common carrier railroad.
3. Baltimore and Ohio Railroad
a. First railroad build in U.S. for the general transportation of passengers and freight.
b. Begun in 1828, finished in 1834.
4. First Transcontinental Railroad
a. Union Pacific and Central Pacific
b. 1869 at Promontory Point, Utah

C. Types of Trains:
1. Passenger
a. baggage
b. diner
c. observation
d. dome
2. Freight
a. boxcar
b. flatcar
3. livestockcar
4. hopper car
5. refrigerator car
6. tank car
7. caboose
8. mail

D. Uses:
   1. Passenger
      a. Transportation of People
   2. Freight
      a. Transportation of goods and people

E. People who work on trains
   1. Engineer -- drives the train
   2. Fireman -- aides the engineer
   3. Brakeman -- Coupling and uncoupling the different cars
   4. Conductor -- charge of the train
   5. Porter -- takes care of sleeping cars
   6. Cooks
   7. Waiters
   8. Agent -- arranges for pick up and delivery of materials
   9. Ticket agent
   10. Clerks -- information
   11. Guards
   12. Safety Personnel

III. Unit Objectives: After completing this unit the student will...
   1. be able to understand the importance and usefulness of the train.
   2. be able to identify the different kinds of trains and their function.
   3. be able to develop a new vocabulary based on words concerning trains.
   4. be able to recognize railway workers as community keepers.
   5. be able to understand the difference between passengers and freight trains.

IV. Unit Description:

A. Criterion-Referenced Objectives: After completing all work associated with the chapter, the student will be able to...
   1. List 5 different kinds of freight cars.
   2. Given his own words to use, state 3 reasons why we need trains.
   3. Name 5 people who work on trains.
   4. Name one contributor of the development of the American Railroad.
   5. Match the railroad workers to a description of their job.
   6. Apply the vocabulary presented in the unit by writing a theme using at least 5 words from a given list of 25.

B. Learning Activities:
   1. Initiaion:
      a. Show pictures of railroads.
      b. Arrange a bulletin board on the railroad.
      c. Read story to class on the railroad.
      d. Have students relate stories of their experience with the railroad.

2. Activities:
   a. Read "The Iron Horse" from Comptons Young Childrens Encyclopedia, Volume 13.
   b. Listen to recording of the "Golden Spike."
   c. Draw pictures of the various types of freight trains.
   d. Role play the railroad workers on the job.
   e. Have class watch the train from the classroom (this can be done from our school).
   f. Write stories "If I Were a Conductor" (engineer)
   g. Write a theme applying new vocabulary from the unit.
   h. Play game, "Who Am I"
   i. Teach songs, "I've Been Working on the Railroad."

C. Materials:
   1. Drill sheet matching workers to jobs.
   2. Crossword puzzles.
   3. Map showing early railroad expansion to discuss, color and fill in.
   4. Filmstrips and books.

D. Evaluation: Pre and Post Tests

After completion of all the work associated with this chapter, the student will be able to...

1. List 5 different kinds of freight cars.
2. Give in his own words 3 reasons why we need trains.
3. Name 5 people who work on trains.
4. Name on contributor of the development of the American Railroad.
5. Match the railroad workers to a description of their jobs.
6. Apply the vocabulary presented in the unit by writing a theme using at least 5 words from a given list of 25.

Unit Title: SHELTER

I. Unit Overview: The child is born in a shelter; as he grows older, his or her awareness of other shelters expands. Shelter is a vital area of life often taken for granted by children and adults. We depend on our homes, schools, and places of work to always be there when we need some form of protection.

In this unit, the children will learn about the complex building industry and become familiar with the many kinds of construction materials. The children will also become aware of the many workers who provide shelter and our dependence on these workers.

II. Unit Content Outline:

A. Definition
   1. Protection
   2. Socialization
   3. Variety of Uses
      a. Travel
      b. Work
      c. Fun
      d. Worship
      e. Treasures
   4. Difference in Kinds
      a. Materials
      b. Size
      c. Color
      d. Age
      e. Land Areas

B. Construction
   1. Architect
      a. Draws blueprints
   2. Contractor
      a. Choose workmen
      b. Order materials
      c. Follow blueprints
   3. Excavator
      a. Digs hole for foundation
   4. Workmen
      a. Make forms for foundation
      b. Make concrete for foundation
      c. Take aware forms
   5. Mason
      a. Builds with bricks, stone, or concrete block
   6. Carpenters
      a. Build wooden framework
      b. Erect outside walls
      c. Fit doors and windows
      d. Lay floor
      e. Erect roof
   7. Plumbers
      a. Put in water pipes.
   8. Electrician
      a. Wires house
      b. Put in sockets and light fixtures

9. Plasterer
   a. Plaster inside
   b. Stucco outside
10. Painters and Paperhangers
11. Landscaper

C. Materials
1. Lumber
   a. Lumberjacks
      1. Fell trees
      2. Cut logs
   b. Sawmill
      1. Washing
      2. Sawing
      3. Inspecting
   c. Plywood
      1. Definition
2. Stone
   a. Quarry
      1. Cutting and Loading
   b. Stone mill
      1. Sawing and polishing
3. Bricks
   a. Clay pit
      1. Digging pit
   b. Brick factory
      1. Make bricks from clay
         a. drying
         b. firing
         c. storing
4. Glass
   a. Variety of materials
      1. Melted in furnaces
      2. Rolled and cooled
      3. Cut
5. Concrete
   a. Water mixed with sand, gravel, and cement
   b. Cement
      1. Made from clay and limestone
         a. many processes
6. Steel
   a. Made from iron
      1. iron mine
      2. separate iron ore from dirt and rock
      3. Heating ore
      4. Molding

III. Unit Objectives: The student will be able to...
1. identify and differentiate between the kinds of shelters and their varied uses.
2. recognize the complexity of building construction.
3. compare and contrast the many types of construction workers who have specialized training and skills.
4. list and identify the raw materials and manufactured building materials used for construction.

IV. Unit Description:

Unit Objective #1: The student will be able to identify and differentiate between the kinds of shelters and their varied uses.

A. Criterion-Referenced Objective:
1. Given a series of pictures of shelters, the student will be able to recognize and cite their uses.
2. The student will be able to describe and make a model of a home related to specified era of history of place of the world.

B. Learning Activities:
1. Make a model home for an exhibit. Homes could be from different periods of history or different places of the world. The child should first research the type of home he builds.
2. Make a picture book of houses. Include pictures of houses made of different materials.
3. Design and draw a picture of the type of house the student would someday like to occupy.
4. Draw pictures of shelters used for protection against various types of weather.
5. Write a story about a shelter used for play.
6. Make a survey of the kinds of shelters where parents work.
7. Collect pictures of shelters. Tell in what way the pictured item is a shelter.
8. Report on the type of shelters the student sees on the way to school.
9. Have each student draw a picture of his/her home.
10. Have each student draw a picture of his/her room or selected rooms in the home.
11. Make a picture dictionary of the new words learned while studying shelter.

C. Materials:
1. Various art materials necessary to build assigned models of homes.
2. Newspapers and magazines.
3. Drawing paper
4. Paints and crayons
5. Reference and resource materials listed at end of unit.

Unit Objective #2: The student will be able to recognize the complexity of building construction.

A. Criterion-Referenced Objectives:
1. Given a piece of blueprint paper, the student will be able to make a floor plan of the schoolroom.
2. The student will be able to list the necessary steps in home construction.

3. The student will be able to compare and constrast the use of heat in manufacturing bricks and steel.

B. Learning Activities:
1. Experiment with blueprint paper.
2. Make a floor plan of school, schoolroom, home or specific room in home.
3. Visit a home construction site.
4. Observe different brick patterns on homes.
5. Have children observe (with parents) where electricity and water enter their home. Report on it.
6. Bring in building blocks, erector sets, etc. Construct different types of buildings.
7. Research on the history of stone masonry.
8. List the ways heat is used to manufacture building materials.
9. Make a neighborhood survey of the outside walls of the houses.
10. Have each student find the water pipes in his/her home. Learn which pipes carry hot, cold, and waste water. Report on it.
11. Construct a house out of cartons. Decorate the walls and add furnishings.

C. Materials:
1. Blueprint paper
2. Graph paper
3. White drawing paper
4. Rulers
5. Pencils
6. Building blocks
7. Erector sets
8. Cartons
9. Crayons
10. Paints
11. Resource and reference materials listed at end of unit.

Unit Objective #3: The student will be able to compare and contrast the many types of construction workers who have specialized training and skills.

A. Criterion-Referenced Objective:
1. Given the name of a construction worker, the student will be able to pantomime his job.
2. The student will be able to prepare a list of three questions to ask a specified construction resource person.
3. The student will be able to identify the basic responsibility.

B. Learning Activities:
1. Pantomime the jobs of a sawmill worker, lumberjack, mason, carpenter, architect, etc.
2. Draw pictures of workers and the work they do in building a house. Pictures could then be placed on a mural titled, "Building a Shelter."

3. Invite a carpenter, plumber, electrician, mason, steelworker, etc. to speak to the class.
4. Write a story describing life in a lumber camp.

C. Materials:

1. Mural paper
2. drawing paper
3. crayons
4. paints
5. resource and reference materials listed at end of unit.

Unit Objective #4: The student will be able to list and identify the raw materials and manufactured building materials used for construction.

A. Criterion-Referenced Objective:
1. Given a picture of a home, the student will be able to list all visible materials used in the construction of that home.
2. The student will be able to construct a small wooden article with available tools.
3. The student will be able to identify six sample pieces of wood with the name of the tree source.

B. Learning Activities:
1. Have each child make a list of materials used in the construction of their home. As a class, make a list of materials used to construct the school.
2. Pick one building material and write a story telling how the material was made.
3. If tools are available, have children make some simple articles out of wood. Could be used as an individual or group project.
4. Make a picture or actual material display of building material.
5. Visit a stone quarry.
6. Visit a lumberyard.
7. Draw pictures showing various processes in steel manufacturing.
8. Research on art of glass blowing.
9. Collect pictures showing many uses of wood.
10. Make a collection of different kinds of rocks found in the area. Label each rock.
11. Examine and compare a piece of plywood with wallboard.
12. Have each student list the kinds of wood the furniture in his/her house is made of.
13. Obtain sample pieces of lumber from different kinds of trees. Match the sample piece with a picture of the tree it came from.
14. Differentiate between hardwood and softwood. List objects made from each type.
15. Collect and mount leaves from various trees.

16. Draw a mural or poster using theme, "Enemies of the Forest."
17. Invite forester or resource person interested in forest conservation to speak to the class.
18. If state forest is in reasonable distance, arrange to visit it.
19. List the uses of steel found in the home.
20. Invite a hardware merchant to bring articles of iron and steel to show the children.
21. If concrete mixer is in action nearby, visit it.
22. Mix concrete to make small paper weights. Consult a contractor for mixing instructions.
23. If clay for brick making is available, have children make sundried bricks.
24. Make a list of the uses of brick.
25. Make up riddles about building materials and the workers who produce the materials.
26. Experiment to show how paint saves wood. One side of the wood should be painted; the other exposed. Leave wood outdoors and observe after two weeks, three weeks, and one month.
27. Visit a brickyard.
28. Show what happens to unprotected iron by painting one iron nail and placing painted nail and unpainted nail in water.
29. Have each child make a list of trees, shrubs, and flowers in his/her yard.
30. Make original wall paper designs.
31. Bring in samples of wall paper.
32. List the uses of water in a home.
33. List safety rules to remember in using electricity.
34. Draw pictures of how to save electricity.
35. Obtain samples of roofing and floor covering.
36. Experiment to find why cement is used to make concrete. Compare mixtures of sand, gravel, and water to mixtures of sand, gravel, cement and water.

C. Materials:
1. Wood, tools, drawing paper, paints, crayons, rocks, plywood, wallboard, sample pieces of lumber.
2. Leaves
3. Mural paper, poster paper
4. Hardwood and softwood articles, concrete, molds, clay.
5. Painted wood, nails, glass of water, wall paper.
6. Samples of roofing and floor covering.
7. Sand, gravel, cement, water
8. Research and resource materials listed at end of unit.

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Transparencies:

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b. Caves
c. Earth lodge

d. Eskimo
e. Indonesian huts
f. Navajo Indians
g. Palins Indians
h. Pithouse

Study Prints:

1. The de los Reyes of Columbia - Print #1, Family Life Around the World, Coronet Films, 1971.
2. Mohammed's Family of North Africa - Print #2, See Above.
3. The Torres of Bolivia - Print #5, See Above.
4. The Veras of Brazil - Print #7, See Above.
5. Uji of the Congo - Print #2, Climates of the World, Coronet Films, 1970.
6. Jeff Visits a Taiga Lumber Camp - Print #7, See Above.
7. Jimmy and the Loggers - Print #10, See Above.
8. Moving Goods for People in the City - Ready-mix concrete truck, Society for Visual Education.

Books:

1. Come to Work With Us in House Construction, Wilkinson, Jean and Ned, Sextant Systems, Inc., 1970.
2. American Houses: Colonial, Classic, and Contemporary, Hoag, Edwin, Lippincott, 1964.
3. From Stones to Skyscrapers; a Book About Architecture, Bergere, Theo, Dodd, Mead., 1960.
4. All the Ways of Building, Lamprey, L., Macmillan. 1933.
5. The Story of Lumber, Floethe, Louise, Scribner, 1962.
6. Gifts from the Forest, Wall, Gertrude, Scribner. 1958.
7. Lumberjacks of the North Woods, Patterson, Lillie, Garrard Publishing Company, 1967.
8. Houses, Adler, Irving, Day. 1964.
9. A World Full of Homes, Burns, William, McGraw-Hill, 1953.
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11. I Want to be a Carpenter, Greene, Carla, Children's Press. 1959.
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15. Iron and Steel, Meyer, Jerome I., World. 1966.

Filmstrips:

1. Building a House in Little Towns, Eye Gate, 1969.
2. Building for the Millions, Eye Gate.
3. Building the Foundation, Society for Visual Education, 1959.
4. Building the Shell of the Home, Society for Visual Education, 1959.
5. Homes Around the World. Filmstrip-of-the-month, 1957.
6. Homes in the United States - old and new, Eye Gate, 1952.
7. Homes of the American Indians, Eye Gate, 1952.
8. Lumbering, Eye Gate
9. The Dairy and Forest Region, Society for Visual Education
10. Finishing the Home. Society for Visual Education, 1959
11. The Modern Eskimo, Encyclopedia Brittanica, 1972.
12. Planning the Home., Society for Visual Education, 1959.
13. My Dad is a Carpenter, Churchill Films, 1968.

Unit Title: SPORTS CAREERS

I. Unit Overview: NONE

II. Unit Content Outline:
- A. Discuss kinds of professional sports and related careers.
- B. Apply personal knowledge
- C. List titles and types of sports
- D. Identify main careers related
- E. Classify jobs into specific headings which require different kinds of training.
- F. Gather data for chosen individual report.
- G. Report individual findings
- H. Compare class findings
- I. Make deductions as to types of career opportunities.
- J. Apply knowledge to self, now and in the future.

III. Unit Objectives: Pupils will be able to...
1. discuss and gain knowledge of professional sports and career related to the specific sports of...
   a. baseball
   b. football
   c. hockey
2. identify and list some careers related to these professional sports as well as apply personal knowledge.
3. classify jobs related to each of the three chosen sports.
4. select one sport and gather data for a report on jobs related to the sport.
5. report individual findings
6. compare class findings.
7. make deductions regarding findings.
8. apply knowledge gained to self at present and as it may apply to a future career.

IV. Unit Description:

A. Criterion-Referenced Objectives:
1. The pupil will discuss and gain knowledge of professional sports and careers related to the specific sports of...
   a. baseball
   b. football
   c. hockey
2. Pupils will identify and list some careers related to these professional sports as well as apply personal knowledge.
3. Pupils will classify jobs related to each of the three chosen sports.
4. Pupils will select one sport and gather data for a report on jobs related to the sport.
5. Pupils will report individual findings.
6. Pupils will compare class findings.
7. Pupils will make deductions regarding findings.
8. Pupils will apply knowledge gained to self at present and as it may apply to a future career.

B. Learning Activities:
1. Specific Objectives
   a. to define terms professional sports
   b. to do a research project on the subject and related careers.
2. Discussion: Questions and Answers
   a. What is a professional sport?
      1. any sport that pays money to its players.
      2. any sport in which people earn their living.
   b. Who may participate in professional sports?
      1. athletically gifted people
      2. people who like sports and are interested in them
      3. people who are properly trained.
   c. What are some of the careers related to the three sports we will study; baseball, football, hockey?
3. Actual Activities:
   a. list main jobs
   b. discuss preparation and training
   c. choose a sport and a related jobs and make a report (illustrate)
   d. compare reports of class.
   e. apply what we have learned to ourselves and how it may affect our future career.

C. Materials:
1. Davis, May, Careers in Baseball, Learner Productions Company, Minneapolis, Minnesota; 1973.
2. Publications of Professional Sports Teams (to be requested by pupils as part of unit activities)
3. Ray, JoAnne; Careers in Football, Learner Productions Company, Minneapolis, Minnesota, 1973.
4. Ray, JoAnne: Careers in Hockey, Learner Productions Co., Minneapolis, Minnesota, 1973.

Books: (library)

Cardfile	796.33
Football	796.32
	92 R
	92
Baseball	796.357
	92
Hockey	796.9
	92
	FD, FW

Unit Title: TRANSPORTATION IN OUR COMMUNITY

I. Unit Overview: Transportation, being a vital aspect of community is important to the third grade social studies curriculum. The kinds of transportation and how it affects the people of the community are the basic understandings taught.

In keeping with the theme of geography and its relationship to job opportunities, emphasis would be placed on the three aspects of transportation relevant to local industry. Career awareness would focus on the jobs available in shipping, railroading, and trucking.

The unit is organized into four basic areas of study. A general look at transportation will serve as an introduction. Sub-units will be developed around the three forms of transportation mentioned above. A wealth of resource materials in the form of filmstrips, study-print sets, library books and poetry will supplement the unit activities.

II. Unit Content Outline: LISTED UNDER EACH SUB-UNIT

III. Unit Objectives: After completing all the work associated with this unit, the students will be able to...
1. recognize the occupations studied through use of one or more of the five senses where applicable.
2. identify the people who work at these occupations through characteristics peculiar to that job.
3. compare the life-style of people in one occupation to those in another.
4. list jobs related to that occupation.
5. describe the locations of such occupations.
6. illustrate the ways the workers accomplish their jobs.

NOTE: These objectives are applicable to all three areas of transportation studied.

IV. Unit Description:

Sub-Unit #1: Introduction

A. Concepts:
1. Moving people or things from one place to another is transportation.
2. The kinds of transportation available determines the size of the community, as well as the occupations of the people in the community.
3. Transportation can be classified as land, water, and air.
4. Transportation has undergone changes and improvements.

B. Performance Objectives:
1. The student should be able to use the word transportation correctly in an original statement.
2. The student will be able to classify 10 kinds of transportation in terms of land, air and water.
3. The student will be able to list 5 occupations related to each form of transportation.

4. The student will be able to cite evidence for the ways transportation has changed.

C. Instructional Activities:
1. Make a list of all the ways people travel.
2. Classify the kinds of transportation in the above list into air, land and water.
3. Collect magazines pictures of ways to travel by land, air and water.
4. Make models of the different forms of transportation.

D. Materials: (Available at Brookside)
1. Filmstrips:
   a. Transportation and Transportation Workers (FS 335)
   b. Big City Workers (FS 388)
2. Study Print Sets: (SVE)
   a. How People Travel in the City
   b. Moving Goods for People in the City.
3. Recordings:
   a. The Best in Children's Literature; Transportation, Bowmar Records, Dr. Walter Loban and Lillian M. Watkins.

Sub-Unit #2: Shipping

II. Unit Content Outline:
A. Kinds of Ships
   a. Passenger
   b. Freighters
   c. Tankers
   d. Refrigerator ships
B. Parts of a Ship
   a. Hull
   b. Engine
   c. Propellors
   d. Rudder
   e. Other Equipment
C. Building a Ship
D. How Shipping Effects Our Community
   a. Transports goods
   b. Carries people from one place to another

Criterion-Referenced Objective: The student will...
1. select from a list of 20 occupations, those related specifically to shipping.
2. identify from a series of pictures, those people who work in shipping.
3. discuss and compare the life-style of people in this occupation to others.
4. list 10 jobs related to shipping.
5. draw a picture of the places where jobs in shipping are found.
6. illustrate through role-playing, dramatization, stories, or pictures the ways the workers accomplish their jobs.

Learning Activities:
1. Make a list of the jobs available in this area.
2. Assign reports to be made by individuals on specific jobs.
3. Collect pictures of the many kinds of ships and jobs in shipping.
4. Field Trips:
   a. Marine Terminal
   b. C & D Canal
5. Resource People - either parents who work in this field or representatives from the shipping industry.

Materials:
1. Filmstrips: Relate to C & D Canal
   a. Panama and the Canal (986.3)
   b. The Panama Canal (986.3)
2. Study Print Set: (SVE)
   a. Moving Goods for People in the City
3. Book:
   a. Zim, Herbert, S., Cargo Ships, Marrow, 1970.

Sub-Unit #3: Railroads

II. Unit Content Outline:
   A. Kinds of Railroads
      1. Passenger
      2. Freight
      3. Express
      4. Mail
   B. What Makes up a Railroad
      1. Rail
      2. Rail fastenings
      3. Tie Plates
      4. Crossties
      5. Ballast
      6. Gauge
      7. Grades and Curves
      8. Bridges
      9. Tunnels
      10. Tracks
      11. Railway Stations
      12. Locomotives
      13. Passenger-Train Cars
      14. Freight Cars
   C. Ways Railroad Effect The Community
      1. Carry Freight
      2. Provide passenger service
      3. Link far away parts of the country together.
   D. History of the Railroads

Criterion-Referenced Objectives: The student will...
1. select from a list of 25 occupations, those related specifically to railroads.
2. identify a job when shown the tools he uses to complete his work.

3. discuss the different life-styles of people in railroad occupations.
4. list 15 jobs related to railroads.
5. illustrate the locations of jobs with the railroad.
6. illustrate with role-playing, dramatization, skits or stories how a railroad worker accomplishes his job.

Learning Activities:
1. Field Trips:
   a. Wilmington Train Station - children can see what jobs are available on passenger trains and at the railroad station.
   b. Chrysler - to watch the loading of cars to be transported to other areas.
   c. Begin an Occupation Dictionary. List and describe the types of jobs available in railroading.
2. Resource People:
   a. Parents
   b. Representatives from the railroads
3. Collect and display pictures of trains and the people who work with trains.

Materials:
1. Filmstrips:
   a. Tommy Takes a Train Trip (385)
   b. Choo-Choo, The Little Switch Engine and Record (388-388/c)
   c. Building the First Transcontinental Railroad (385.09)
2. Library Books:
   a. Colby, C.B., Railroads U.S.A., Coward, McCann, and Geoghgan.
   b. Burleigh, David Robert, Let's Ride in the Caboose.
3. Other:
   a. Charts and booklets from the Association of American Railroads Transportation Building, Washington, D.C. 20006

Sub-Unit #4: Trucking

II. Unit Content Outline:
A. Kinds of Trucks
   1. Off-the-Highway Trucks
      a. Used on construction jobs
      b. Haul large loads of dirt, lumber, ore, coal or freight.
   2. Highway Trucks
      a. Dump truck
      b. Van
      c. Reefer
      d. Tank truck
      e. Multistop truck
      f. Bottler
      g. Tractor and Trailer
B. How trucks are used in the Community
   1. Trucks bring food, clothing, lumber, oil, milk to the community.
   2. Trucks haul to other markets the goods which the community produces.

3. Trucks also do specialized kinds of hauling.
   a. moving furniture
   b. working in combination with railroads, waterways.

Criterion-Referenced Objectives: The student will...
1. select from a list of 20 occupations, those related specifically to trucking.
2. correctly identify the people who work in trucking from a series of pictures.
3. discuss and compare the life-style of people with careers in trucking to the life-styles of people in other careers studied.
4. list 10 jobs related to trucking.
5. draw a picture depicting the locations of trucking careers.
6. illustrate through dramatization, role-playing skits or stories the ways the workers in trucking accomplish their jobs.

Learning Activities:
1. Invite a resource person from a community to talk with the class about driving a truck.
2. Field Trips - Plan a trip to one of the local trucking firms where children can see the kinds of trucks and how they are used.
3. Collect and display pictures of trucks.
4. Have the children keep a record of the number and kinds of trucks they see on their way to and from school.

Materials:
1. Library Book:
   a. Colby, C., Trucks on the Highway, Coward-McCann (1964)
2. Filmstrips and Study Prints Sets:
   a. Big City Workers (FS 388)
   b. Moving Goods for People in the City (SVE)

SCIENCE

Unit Title: CAREERS IN MARINE OCCUPATIONS - PRIMARY

I. Unit Overview: The purpose of this career education unit is to provide pupils with an awareness of various career possibilities in marine occupations. Pupils will be introduced to careers such as seaman, lobsterman, fisherman, and researcher. The importance of these jobs will be emphasized and the idea of how an "A" person achieves career success will be developed.

II. Unit Content Outline:
- A. Interaction with book: The Fisherman and His Boat, by Louise and Richard Floethe.
  - 1. Learning skills needed to be a fisherman.
  - 2. Discussing why a fisherman chooses his occupation.
- B. Classification of marine occupations according to the use they make of the sea.
- C. Interaction with book: Lobsterman by Dahloo Ipcar.
  - 1. Learning about tools used by a lobsterman
  - 2. Role-playing work of a lobsterman
- D. Discussion of how an "A" person achieves career success
- E. Identification of our (society's) need for various marine occupations.

III. Unit Objectives: Pupils will be able to...
1. list skills needed to be a fisherman.
2. state why a fisherman chooses that occupations.
3. classify marine occupations according to the use that occupation makes of the occean.
4. list objects used by a lobsterman.
5. role-play the work of the lobsterman.
6. state how an "A" person achieves career success.
7. write reasons for our need of fisherman, lobstermen, researchers, seamen, and recreational workers.

IV. Unit Description:

Unit Objective #1: Pupils will be able to list skills needed to be a fisherman.

A. Criterion-Referenced Objective:
1. Pupils will be able to list at least 4 skills needed to be a fisherman.

B. Learning Activities:
1. Read The Fisherman and His Boat by Louise and Richard Floethe, to class.
2. Say: "Fishing can be a great deal of fun, but to do it for a living requires a great deal of work. What are some of the things that a fisherman must be able to do?"
3. List skills such as these on the board:
   - a. Work on motor
   - b. Keep boat clean
   - c. Paint boat
   - d. Fix nets
   - e. Find fish
   - f. Set out nets

g. Drive boat
h. Watch skies
i. Sort fish
j. Clean fish

4. Distribute drawing paper to class and instruct pupils to write one sentence at the bottom of his/her paper to state a skill that the fisherman must have.
   a. Examples - "The fisherman must be able to watch the skies."
   b. "The fisherman must be able to drive his boat."
5. Above their sentence, pupils will draw a picture to illustrate their sentence.
6. Pupils may share papers with entire class in order for each pupil to see others' interpretations of fisherman's job.
7. Show one or more of these films to class:
   a. "Salmon - Catch to Can" 14 min., color
   b. "It's the Marine Sardine" 20 min., color
   c. "Watermen of Chesapeak" 28 min., color
   d. "Pacific Halibut Fishing" 16 min., color
   e. "Catching, Filleting, and Packaging" 11 min., color
   f. "Basic Net Mending" 16 min., color

   After viewing films with children, discuss skills used by fisherman on their work.

   To obtain these films, write to:
   Motion Picture Service
   Department of Commerce - NOAA
   12231 Wilkins Avenue
   Rockville, Maryland 20952

Unit Objective #2: Pupils will be able to state why a fisherman chooses that occupation.

A. Criterion-Referenced Objective:
   1. Pupils will be able to recite one reason for a fisherman choosing his occupation.

B. Learning Activities:
   1. Refer to the story book: A Fisherman and His Boat. Read story to the class if you haven't done so.
   2. Ask: "Why does the fisherman like his job?" Accept all responses.
   3. Ask: "Why would somebody choose to be a fisherman?
   4. Try to bring out these responses:
      a. "His father was a fisherman."
      b. "He had lived by the sea all his life?"
      c. "He enjoyed the work."
   5. Read passages in the book that prove these if necessary.
   6. Tell pupils: "Write on a sheet of paper one reason for a person becoming a fisherman."
   7. Discuss: "How could you become a fisherman?" Possible answer: Get an established fisherman to teach you the trade.

C. Materials:
   1. Book: A Fisherman and His Boat, by Louise and Richard Floethe

Unit Objective #3: Pupils will be able to classify marine occupations according to the use that occupation makes of the ocean.

A. Criterion-Referenced Objective:
   1. Given a list of the uses man makes of the ocean and a list of marine occupations, the pupil will be able to classify the occupations according to the use they make of the ocean.

B. Learning Activities #1:
   1. Ask pupils: "What are the ways in which people use the ocean?" Try to make up these four broad categories as pupils give responses.
      a. Moving things and people from one place to another. (transportation)
      b. Getting food (food)
      c. Fun (enjoyment or recreation)
      d. Finding out new things (exploration and research)
   2. Read to class: Let's Find Out About the Ocean, by David C. Knight.
   3. Read to class: The True Book of Oceans, by Katherine Carter.
   4. Discuss after reading: "What jobs do you suppose go along with the ocean?"
   5. Display these cards to class and give a brief description of each. Have these job names printed on heavy paper.

Job Cards:

*a. Ship's captain
*b. Ship's cook
*c. Ship's radio man
*d. Ship loaders
*e. Ship's engineer
*f. Ship's navigator
*g. Ship deck hand
h. Fisherman
i. Lobsterman
j. Oysterman
k. Clam digger
l. Net maker
*m. Motorboat maker
n. Sailboat maker
o. Surfboard maker
p. Water ski maker
*q. Skin diving equipment maker
r. People who study fish and sea animals
s. People who map the ocean floor.
t. People who take pictures of the ocean
u. People who look for gas and oil.
*v. People who farm the ocean for food
w. Lifeguard

Try to have one card for each pupil, even if there are duplicates. Some of these jobs may fit under two categories. It would be best to duplicate these cards. An asterisk (*) appears next to these job names above.

6. Put the four headings discussed in part 1 on the chalk board. Transportation, food, fun, exploration and research -- Instruct pupils, one at a time, to come up to board and attach their occupation under the proper category with tape. Possible results:

	Transportation	Food	Fun	Exploration & Research
Occupational Card Numbers	1-7	8-11 (1-7) (13) (22)	13-17 23	18-22 (17)

B. Learning Activities #2:
1. "The sea is used in many ways and people all over the world work in sea jobs."
2. "Here are some pictures of people and things near the sea or on the sea."
3. "Let's try to classify them as to whether they show transportation, fun, food, or research and exploration jobs."
4. Show the following eleven study prints to class. Ask pupils to describe picture. Read appropriate parts of text to pupils. Ask them to classify picture.
   a. Jep of Burma (coronet Study Prints - Climates of the World-Tropical Lands)
   b. Ming of Singapore (Coronet Study Prints - Climates of the World-Tropical Lands)
   c. Balo of Kenya (Coronet Study Prints - Climates of the World-Tropical Lands)
   d. Ferryboat (SVE Picture-Story Study Print Set-How People Travel in the City)
   e. Barge and Tugboat (SVE Picture-Study Print Set - Moving Goods for People in the City)
   f. Ocean Freighter and Railroad Cars (SVE Picture story Study Print Set - Moving Goods for People in the City)
   g. Jill's New York Vacation (Coronet Study Prints - Climates of the World - Temperate Lands)
   h. Marilyn and the Rivera (Coronet Study Prints - Climates of the World -Temperate Lands)
   i. Frida and Johan of Greenland (Coronet study Prints- Climates of the World - Cold Lands)
   j. Drilling for Oil in Alaska (Coronet-Climates of the World - Cold Lands)
   k. Henry's Father Crosses the Atlantic Ocean (Coronet Study Prints - Climates of the World - Cold Lands)

C. Materials:
1. Books:
   a. Let's Find Out About the Ocean, by David C. Knight
   b. The True Book of Oceans by Katharine Carter
2. Job Cards as previously discussed.
3. Coronet and SVE Study Prints as described previously.

4. Supplementary Musical Activities:

To make pupils aware of the background and spirit of several marine occupations, the classroom teacher may ask the music teacher to teach these songs to the pupils: From Making Music Your Own - 2 (Silver Burdett)

a. "Serafina" p. 18
b. "Leave Her, Johnny, Leave Her" pp. 18-19.
c. "The Sandy Boy" p. 131
d. "Give Us Permission" p. 129
e. "The Cook" p. 127
f. "Rango Roy" p. 126

Unit Objective #4: Pupils will be able to list objects used by a lobsterman.

A. Criterion-Referenced Objective:
1. After listening to Lobsterman by Dahloo Ipcar, pupils will be able to list 5 objects used by a lobsterman.

B. Learning Activities:
1. Read the Lobsterman, By Dahloo Ipcar, to class.
2. Ask: "What are some of the objects that a lobsterman uses?"
   a. buoys
   b. traps
   c. bait baskets
   d. gaff
   e. winch
   f. wooden wedges
   g. scales
   h. lobster car
   i. waterproof pants and jacket
   j. hip boots
   k. line (rope)
3. Pass out drawing paper and have children write one sentence telling of one object that the lobsterman uses and have children illustrate it.
4. Pupils should share their work with the rest of the class.

C. Materials:
1. Book: Lobsterman, Dahloo Ipcar
2. Drawing paper

Unit Objective #5: Pupils will be able to role-play the work of a lobsterman.

A. Criterion-Referenced Objective:
1. Upon listening to Lobsterman by Dahloo Ipcar, the pupils will be able to role-play at least 5 activities of a lobsterman.

B. Learning Activities:
1. Read Lobsterman to class if not already accomplished.
2. Ask: "What are some of the things that Larry did in the story?"
3. With entire class, pantomime these activities:
   a. Painting boat
   b. Painting buoys
   c. Fixing traps
   d. Waking early in the morning
   e. Putting on stiff waterproof jacket, pants, and hat
   f. Putting on hip boots
   g. Stacking traps
   h. Casting off
   i. Buying bait
   j. Waving to clam diggers
   k. Throwing over traps and buoys
   l. Hauling in traps
   m. Putting lobsters in lobster car
   n. Cooking and eating lobster

C. Materials:
1. Book:
   a. Lobsterman by Dahloo Ipcar
2. Have a parent interested in crabbing bring in tools they use, i.e. nets, traps, etc.

Unit Objective #6: Pupils will be able to state how an "A" person achieves career success.

A. Criterion-Referenced Objectives:
1. Given four choices, the pupils will be able to choose the statement that describes how an "A" person achieves career success.

B. Learning Activities:
1. Put up a bulletin board describing each of these characteristics of an "A" person. Aware, alert, alive, awake, and active.
2. Discuss, using a bulletin board, what an "A" person is.
3. Ask: "To do a job well, it is necessary to be an "A" person?"
4. Let's look at Jimmy Sleepy Head. He is never awake. He goes to bed late and when he wakes up in the morning he is tired. Will he do a job well? Will he be able to work quickly enough? How would you like him to be the ship's engineer?
5. How about Never Alert Johnny? He never pays attention. When somebody shows him how to do a job, he doesn't listen. He can't do his job right until he has been told ten times. Would he be a good ship radio man?

6. What about Sarah Unaware. She liked fishing, but didn't know how to learn more or how to get a fishing job. So, she had to settle for a job as a plumber, which she didn't really come for. Will she be a fabulous plumber?
7. What about Charlie Dead Head? He doesn't care if he does a job well or not. "Just get it done," says Charlie. He doesn't know what it is to be alive! He doesn't try to do his best! Could he build a good ship?
8. What about Lazy Ozzie? He takes his good old time at doing anything. "I've got all day," says Ozzie. Would you want him fixing your boat engine?
9. Say: "To do a job well or to be successful, you should be a certain kind of person. What kind of person am I thinking about?" Response - An "A" person! Ask: "What exactly is an "A" person?" Response - aware, active, alert, alive, and awake!

C. Materials:
1. Bulletin board for an "A" person
2. Pictures or drawings of characters in parts 4-8. (These may be pre-made by teacher or post-made by pupil.)

Unit Objective #7: Pupils will be able to write reasons for our need of fisherman, lobstermen, oceanographers, shipping personnel and recreational workers.

A. Criterion-Referenced Objective:
1. Given four (4) choices, pupils will be able to choose the correct response as to why we need fishermen, lobstermen, oceanographers, shipping personnel, and recreational workers.

B. Learning Activities: Ask the following.
1. "Why do we need lobstermen?", "Why are they important?" (provide food)
2. "Why do we need fishermen?","Why are they important?" (provide food)
3. "Why do we need ocean scientists?" "Why are they important?" (they find out new things about the sea)
4. "Why do we need lifeguards and coast guard people?" "Why are they important?" (keep us safe)
5. "Why do we need ship captains and crewmen?" (provide transportation of goods and people.)

Unit Title: CONSERVATION OF NATURAL RESOURCES

I. Unit Overview: This unit is to present to the pupils some of the very exciting careers that await them in government service, such as those of the forest rangers, national park guides, rangers stationed at the historical museums.

When children come in contact with jobs such as these first handed it makes a much more lasting impression on their memories.

There are many jobs surrounding the conservation and preservation locations that might interest the pupils because they generally do not require much training as the scientific careers do.

II. Unit Content Outline:
- A. Discuss government services
  1. park ranger
  2. park or museum guide
  3. wildlife refuge ranger
  4. marine biologists
- B. Apply personal knowledge
- C. List as many titles and types of jobs as we can relate to subject.
- D. Identify careers we choose to study.
- E. Classify jobs into specific headings which require different type of training.
- F. Gather data for individual reports on subject.
- G. Make individual reports.
- H. Compare class findings.
- I. Make deductions on knowledge gained.
- J. Apply information to self at present and as it may pertain to a future career.

III. Unit Objectives: The pupils will be able to...
1. discuss and gain knowledge on government careers in this field.
2. identify and list careers related to these government service careers.
3. classify jobs related to each category.
4. select a specific job and gather data.
5. compare findings.
6. make deductions regarding findings.
7. apply knowledge as to how it affects them now and may affect their future career.

IV. Unit Description:

- A. Criterion-Referenced Objectives:
  1. Pupils will discuss and gain knowledge on government careers in this field.
     - a. National Park Services (rangers, guides, etc.)
     - b. Conservationists - plant and wildlife
     - c. Historical preservation - museum rangers, guides.

2. Pupils will identify and list careers related to these government service careers.
3. Pupils will classify jobs related to each category.
4. Pupils will select a specific job and gather data.
5. Pupils will compare findings.
6. Pupils will make deductions regarding findings.
7. Pupils will apply knowledge as to how it affects them now and may affect their future career.

B. Learning Activities:
   1. Specific Objectives:
      a. to define careers listed under National Park Services
      b. to do a research report on one of the careers studied
   2. Discussion: Question and Answers
      a. What is the National Park Service?
      b. What kinds of careers are clustered around it?
      c. Who may work for it?
      d. What kind of training does one need?
      e. Where do I get the training and how much will it cost?
      f. What are some of the activities we can participate to find the answers to these questions?
   3. Actual Activities:
      a. list three types of services.
      b. identify and classify under headings jobs related to each seperate service.
      c. choose specific job under one heading, gather data and make individual report.
      d. all pupils compare reports and make deductions.
      e. apply knowledge gained to self, now and how it might influence their future job.
   4. Suggested Field Trips:
      a. *Fort Delaware
      b. *Fort McHenry
      c. *Liberty Bell
      d. *Bombay Hook
      e. *C & D Canal & Museum
      f. *The Sea Around Us
      g. *Rittenhouse Park
      h. *Ellendale Swamp - Lower Delaware-Blackbird Forest
      i. *Betsy Ross's home
      j. Gettysburg
      k. Mount Vernon
      l. Lincoln Memorial
      m. Washington Monument
      n. Jefferson Memorial

      *Some of the starred ones may be possible.

C. Materials:
   1. Books:
      a. Miller, Natalie, Children's Press, Chicgo, Ill.:
         THE STORY OF THE STAR SPANGLED BANNER
         THE STORY OF THE STATUE OF LIBERTY
         THE STORY OF THE LINCOLN MEMORIAL
         THE STORY OF MOUNT VERNON

THE STORY OF THE LIBERTY BELL
THE STORY OF THE WHITE HOUSE

b. Davis, May, Lerner Productions Co., Minneapolis
CAREERS IN BASEBALL

c. Ray, JoAnne, Lerner Productions Co., Minneapolis
CAREERS IN FOOTBALL
CAREERS IN HOCKEY

d. Sanford, McCall, Cunningham, Benefic Press, Chicago
YOU AND REGIONS NEAR AND FAR

e. CONSERVATION - 333.7 and 551.4 card file

2. Guides:
   a. Instructional Guide; Meadowood School, Stanton School District, Wilmington, DE
   b. Ivey, Larry T., editor; Elementary Industrial Arts Curriculum Guide, K-8 and Special Education, Bertie County North Carolina Board of Education, Windsor, N.C.
   c. Traver, Lee; Teaching Slow Learners, Science Research Associates, Inc., Chicago.

3. Pamphlets:
   a. 1973 Federal Careers, United States Civil Service Commission, Philadelphia Region.
   b. World of Work - PL 90-575 Annual Report. Brookside Elementary School 1971-72; Information Services Office, Newark School District, Newark, DE
   c. Your Schools - The World of Work; Information Services Office, Newark School District, Newark, DE, March 1970.

4. Encyclopedia:
   a. Parker, Bertha Morris; The Golden Book Encyclopedia. Vol. 4, 6, 10.

5. Filmstrips:
   a. Betsy Ross, Flagmaker of America
   b. Birds of our ponds and marshes #598
   c. Birds of the forest and its borders #598
   d. Birds of the Ocean, its Beaches and Salt Marshes #598
   e. John James Audubon - Biography - Record: Audubon Music From a Southern Swamp - 33 1/3 rpm

6. Filmloops and tapes:
   a. Around the Water (cassette tape #.014)
   b. Fishes - Parts 1,2, 3, 4, #597 and manual
   c. Frog egg - Parts 1, 2, 3, #591 filmloop
   d. Frogs - pairing and laying filmloop #597
   e. How Animals Breathe - fresh water filmloop #591.92
   f. Microscopic Water Animals - filmloop #593
   g. Wonders of Nature Series Review and Test #582 and Cassette #.015
   h. Life of the Herring Gull

7. Magazines:
   a. Line, Les, editor of AUDUBON, New York, NY
   b. Ranger Rick's Nature Magazine, Pub. National Wildlife Federation, Fawcett Printing Corp., Rockville, MD 20882

8. Study Print Set
   a. Small Animals of the Sea and Shore #593

9. Publications:
   a. A Place to Stand, Denver Public Schools, Stock #93939. Division Eduction, Denver.
   b. Career Eduction, U.S. Dept. Health, Education & Welfare DHEW Publication (GE) 73-00501. Washington, D.C. 20402, p. 11-12.
   c. Career Opportunities in the Environmental Protection Agency U.S. Protection Agency, Washington, D.C. 20460
   d. Career Training for Classroom Teachers. Peoria Public Schools District 150, Peoria, Ill., September, 1972.
   e. The Job Scene, The Food Field, IPD Publishing Company, Inc., NY, 1969.
   f. The Job Scene, Health Scene, IPD, Publishing Company, Inc., NY, 1971, 2nd edition.

10. There are careers in the National Park Services and for information on government sponsored careers, write to:

    U.S. Civil Service Commission
    Bureau of Recruiting and Examining
    Washington, D.C. 20415

Unit Title: ELECTRICITY AND MAGNETS

I. Unit Overview: This unit is designed for approximately 30 third graders and will include the importance of electricity, complete and incomplete circuits, the nature of electricity, making an electromagnet, conductors and insulators, switches and fuses, static electricity, electricity and safety, inventors as well as a section on magnets. Approximately twelve hours of teaching time will be devoted to this unit.

II. Unit Content Outline:
- A. Importance of Electricity
- B. Nature of Electricity
- C. Complete and incomplete circuits
- D. Making an electromagnet
- E. Conductors and Insulators
- F. Switches and fuses
- G. Static Electricity
- H. Inventors
- I. Safety and Electricity
- J. Magnets

III. Unit Objectives: The children will be able to...
1. state some of the many uses of electricity.
2. discuss the nature of electricity.
3. explain the difference between complete and incomplete circuits.
4. make an electromagnet.
5. distinguish between items that can be used as conductors and items that can be used as insulators.
6. describe how to make a switch and a fuse.
7. list articles on which a static charge can be produced.
8. write the major contribution of some of the famous people in the field of electricity.
9. make a chart of safety rules.
10. discuss the characteristics of magnets.

IV. Unit Description:

Unit Objective #1: Children will be able to state some of the many uses of electricity.

A. Criterion-Referenced Objectives:
1. Child will be able to make a chart listing two uses of electricity in each of the following areas: temperature control, lighting, industry, transportation and communication, health and beauty aids, and home appliances.
2. Child will be able to write a one page composition in which he selects the one electrical appliance he would choose to have with him if he were stranded on an island.

B. Learning Activities:
1. Teacher will show filmstrips entitled, "How is Electricity Used in the Home" to the class.
2. Teacher will read "The Day the Town Stood Still" to class from book entitled Electricity.

C. Materials:
1. Notkin, Jerome, ELECTRICITY, Grosset & Dunlap, NY, 1960.
2. "How is Electricity Used in the Home", Jam Handy.

Unit Objective #2: Children will be able to discuss the nature of electricity.

A. Criterion-Referenced Objective:
1. The child will be able to match the following words to the correct definition of the words with 80% accuracy: electricity, electrons, protons, neutrons, matter and atoms.
2. The child will be able to make a drawing of the atom which shows the approximate relative positions of protons, neutrons and electrons.
3. Given the number of electrons that a particular atom has, the child will be able to state the number of protons the atom has.

B. Learning Activities:
1. The teacher will show the filmstrip entitled, "How Most Electricity Is Produced" to class.
2. The teacher will show the filmstrip entitled, "Producing Small Amounts of Electricity" to class.
3. The teacher will show the filmstrip entitled, "What Is Current Electricity" to the class.
4. The teacher will read the chapter on making electricity from the First Book Of Electricity to the class.
5. The teacher will show the filmstrip entitled, "Electricity" to the class.

C. Materials:
1. Filmstrips:
   a. "What is Current Electricity", Jam Handy.
   b. "Electricity", McGraw-Hill Book Co.
   c. "How Most Electricity is Produced", Jam Handy.
   d. "Producing Small Amounts of Electricity," Jam Handy.
   e. Epstein, Beryl and Sam, First Book of Electricity, Watts.

Unit Objective #3: Children will be able to explain the difference between a complete and an incomplete circuit.

A. Criterion-Referenced Objectives:
1. Given a battery, wire and a light bulb, the child will be able to make a complete circuit.
2. Given a complete circuit, the child will be able to make the circuit incomplete.
3. The child will be able to identify one source of electricity such as a dry cell, one path such as a copper wire

and an appliance that uses electricity such as a light bulb.

B. Learning Activities:
1. Teacher will draw a simple diagram of a complete and incomplete circuit on the chalkboard.
2. Teacher will explain the chart showing incomplete and complete circuits that she has made.

C. Materials:
1. wire
2. batteries
3. light bulb

Unit Objective #4: Children will be able to make an electromagnet.

A. Criterion-Referenced Objectives: Child will be able to...
1. state the three materials necessary for making an electromagnet.
2. identify the core, the coil and the source of an electromagnet.
3. write five ways to increase the strength of an electromagnet.
4. write three similarities between an electromagnet and a permanent magnet.
5. list four differences between an electromagnet and a permanent magnet.
6. list three uses of electromagnets.
7. participate in a contest to determine who can make the strongest electromagnet.

B. Learning Activities:
1. Teacher will demonstrate that wire carrying an electric current, placed over a compass causes the needle of the compass to move away from the north position.
2. Teacher will show filmstrip entitled,"Electromagnets and How They Work."

C. Materials:
1. Wire #20, 22, Or 24 copper insulated with plastic (sometime known as bell wire)
2. Four-inch or larger nails
3. D-cell battery
4. Dry Cells
5. "Electromagnets and How They Work," Jam Handy.

Unit Objective #5: Children will be able to distinguish between items that can be used as conductors and items that can by used as insulators.

A. Criterion-Referenced Objectives:
1. Given six materials, three of which are metals, the child will be able to select the three that are metals.

2. Given ten items, some of which are conductors and some of which are non-conductors, the child will be able to select the six that are conductors.
3. Child will be able to write a definition of conductor and insulator which will include a statement about the different hold the atoms of each has on their electrons.
4. Given an incomplete circuit and several different materials such as glass, wood, iron nails or plastic, the child will be able to state which materials are good conductors as determined by which materials are capable of completing the circuit.

B. Learning Activities:
1. Teacher will read the chapter on conductors and insulators to the class from the book entitled "What is Electricity?"

C. Materials:
1. Syrocki, John, What is Electricity, Benefic Press, 1960.

Unit Objective #6: The child will be able to describe how to make a switch and a fuse.

A. Criterion-Referenced Objective:
1. Given two pieces of metal or wire, two thumbtacks and a small piece of soft wood, the child will be able to make a switch.
2. The child will be able to discuss the importance of fuses and circuit breakers in fire prevention.
3. The child will be able to list five places in the classroom where switches are employed.

B. Learning Activities:
1. Teacher will demonstrate the operation of a simple fuse. The teacher will remove the insulation from the wires of a complete circuit at two points (each point ½ inch long). Across the two bare points the teacher will place a strip of aluminum foil.

C. Materials:
1. Aluminum foil
2. Complete circuit

Unit Objective #7: Children will be able to list articles on which a static charge can be produced.

A. Criterion-Referenced Objective: The child will be able to...
1. state the two different types of charges.
2. state the reason for each type of charge in terms of the number of electrons and protons the atom has.
3. write the correct sign for a negative and a positive charge.
4. present two ways of producing a static charge or list two materials that may be used to build up a static charge. Discussing how friction can cause some things to become electrically charged.

5. The child will be able to make a pictoral representation of the result of two like charges coming together and the result of two unlike charges coming together.
6. The child will be able to explain lightning in terms of static electricity.
7. The child will be able to explain the need for lightning rods.

B. Learning Activities:
1. The teacher will read the chapter on static electricity to the class from the book entitled What is Electricity?
2. The teacher will show the filmstrip entitled "What is Static Electricity?" to the class.
3. Children will build up a static charge on a piece of plastic and then bring it near hair of a friend noting results.
4. Children will cut two strips of newspaper about two inches wide. With both flat on a table stroke quickly with a wooden pencil. When both stripes are placed together the children will note effect. The children will then place their hands between the strips and note the results.
5. Children will write a report about what Ben Franklin did with his kite.

C. Materials:
1. Syrocki, John, What is Electricity?, Benefic Press.
2. "What is Static Electricity". Jam Handy.
3. Pieces of plastic
4. Newspaper

Unit Objective #8: Children will be able to write the major contribution of some of the famous people in the field of electricity.

A. Criterion-Referenced Objectives:
1. The child will be able to state one of the contributions of each of the following men: Alexander Graham Bell, Charles Steinmetz, Thomas Edison, Samuel Morse, Alessandro Volta, Andre Marie Ampere, George Simon Ohm, Michael Faraday, James Watt, and Luigi Galvani.
2. Given a list of ten men who made a contributions, the child will be able to match the correct man to his contribution.
3. The child will be able to make a time line showing when each of the above mentioned men made their contribution.
4. The child will be able to read a book on a person who made a contribution in the field of electricity or magnetism and write a one-page report on the book he has read.

Unit Objective #9: Children will be able to make a chart of safety rules.

A. Criterion-Referenced Objectives:
   1. Child will be able to make a poster advertising one or more safety rules.
   2. Child will be able to inspect the classroom for any unsafe conditions.
   3. Child will be able to inspect his home for any unsafe conditions and inform his classmates of his findings.
   4. Given five situations in which there is at least one unsafe condition present in each situation, the child will be able to discover the unsafe condition or practice and suggest one possible remedy.
   5. Child will be able to participate in compiling a list of safety rules.
   6. Child will be able to list two (2) safe and two (2) unsafe places to be during a lightning storm.

B. Learning Activities:
   1. The teacher will show the filmstrip entitled, "Using Electricity Safety" to the class.
   2. The teacher will read and show pictures to the class from the chapter on safety rules from the book entitled "Electricity."

C. Materials:
   1. "Using Electricity Safety", Jam Handy.
   2. Notkin, Jerome, Electricity, Grosset and Dunlap.

Unit Objective #10: The children will be able to discuss the characteristics of magnets.

A. Criterion-Referenced Objectives:
   1. Child will be able to write a paragraph on the history of magnets.
   2. Child will be able to make a list of ten things a magnet will attract and ten things a magnet will not attract.
   3. Given a needle, a magnet, and a piece of cork and a bowl of water, the child will be able to make a compass.
   4. Child will be able to take a walk around the school and find ten things that are attracted to a magnet.

B. Learning Activities:
   1. Teacher will show filmstrip "Magnets" to class.
   2. Teacher will show filmstrip "Magnetism" to class.

C. Materials:
   1. "Magnets" by McGraw-Hill
   2. "Magnetism" by Budek.

EVALUATION

1. Child will be able to explain the anology between electricity and a stream of running water orally.

2. Child will be able to discuss one reason why scientists do not know exactly what electricity is.

*3. Magnets have a north and south pole.

4. The three things that are needed to make an electromagnet are wire, battery, nail.

*5. Two like charges repel each other.

*6. Two unlike charges attract each other.

*7. List ten ways electricity is used in this classroom. _____, _____, _____, _____, _____, _____, _____, _____, _____, _____.

8. If an atom has two protons it also has 2 electrons.

9. Electrons have a negative charge.

*10. Name two insulators plastic, glass.

*11. Name two conductors copper, iron.

12. List four differences between an electromagnet and a permanent magnet (an electromagnet is a temporary magnet. The poles of an electromagnet can be reversed, the electromagnet can be made stronger or weaker, and an electromagnet usually has a soft iron core, but the permanent magnet is usually made of hard steel.)

13. List two uses of an electromagnet telegraph, bell.

14. List five ways to increase the strength of an electromagnet. _____, _____, _____, _____, _____.

15. Describe how you would make a switch.

16. List four rules that everyone should follow when they are using electricity.

*Questions that have a star may be used for pre-test as well as post test.

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A. Books:
1. Adler, Irving, Magnets, John Day Co., 1966
2. Berry, Erick, Charles Proteus Steinmetz; Wizard of Electricity, Macmillan, 1966.
3. Corbett, Scott, What Makes a Light Go On?, Little, 1966.
4. Cousins, Margaret, The Story of Thomas Alva Edison, Random House, 1965.

B. Filmstrips:
1. Electromagnets and How They Work, Jam Handy
2. Magentism, Herbert Budek.
3. Magents, McGraw-Hill Company
4. What is Static Electricity, Jam Handy
5. What is Current Electricity, Jam Handy
6. Producing Small Amounts of Electricity, Jam Handy
7. Using Electricity Safety, Jam Handy
8. How Most Electricity is Produced, Jam Handy
9. How is Electricity Used in the Home, Jam Handy
10. Electricity, McGraw-Hill Company

Unit Title: NUTRITION

I. Unit Overview: This work is designed to use primary childrens' natural interests in food to capture their attention and focus it on the world of work that food procurement makes necessary for all members of society either premature or contemporary.

Pupils will have opportunities to take roles and do independent tasks as well as to sense our interdependence.

Effort has been made to keep the suggested activities on a realistic plane and to provide as much action as possible. The layout is not comprehensive but only suggests some ways to try in moving toward effective career education.

II. Unit Content Outline:
- A. Nutrition - Seeds
  1. Seed catalogue and garden planning
  2. Window Garden
  3. Equating garden processes to farm work
  4. Stories and drawings
- B. Nutrition - Who Feeds Us?
  1. Nothing to eat but food - work of food production
  2. Primative and modern food getting
  3. Modern food production
     a. inventions
     b. work, jobs
- C. Nutrition - Food at School
  1. Raw foods
  2. The school menu - the food charts
  3. The pupils food booklet
- D. Nutrition - Indian Food
  1. Foods of American Indians
  2. Preparation of Indian and modern food compared
  3. Work roles and their rewards

III. Unit Objectives: Pupils will be able to...
1. state main steps in the production of food on farm and garden.
2. state several similarities between the work of gardening and the work of the farm.

IV. Unit Description:

- A. Criterion-Referenced Objectives:
  1. Given a seed catalogue, pupils will be able to plan a simple garden of three or more favorite vegetables.
  2. Provided window boxes or flats and soil, pupils will be able to start window gardens.
  3. After observing filmstrip on farming, pupils will be able to give own impressions on kinds of work a farmer does relating to two or more of the tasks to the processes seen in window gardening.

4. Pupils will be able to define orally the terms used in the films pertaining to tools and processes.
5. Pupils will be able to write a story describing the kind of farm they might someday have.
6. Pupils will be able to draw and color recognizable vegetables of their choice (limit to three favorite and one new one).

B. Learning Activities:
1. Pupils will use the seed catalogue to select three or four favorite vegetables and draw on large sketch paper a garden plan in rough scale using a metric ruler (suggested scale 1cm = 1 food).
2. Pupil committee members will demonstrate setting up a window box garden, using gravel for bottom drainage, good soil finely crumbled, and a few seeds of their choice. Each committee member would relate his part of the work to a farmer's field operation such as drainage (irrigation) and cultivation later.
3. In class discussion after viewing filmstrip on farming, pupils will be able to say how each farm process is equated to the steps used in a box garden. (re-show of particular scenes will aid recall and stimulate pupil participation.) Harvesting will, of course, be out of the question in the window box.
4. Pupils, when called upon to recite, will be able to define listed terms at end of filmstrip. Description of each process is desirable.
5. Pupils at grade three are expected to write a story about the farm they would like to have telling kind, (truck, hay & grain, ranch, etc.) and what they would do and how money is earned.
6. Using catalogues and pictures, pupils will be able to draw a picture of fruits and vegetables and color it in a manner he deems worthy of mounting on classroom wall.

C. Materials:
1. Old and current seed catalogue from Agway, Burpees, etc.
2. centimeter rulers
3. large sheets of brown wrapping paper.
4. Window boxes and flats, supply of field or garden soil, gravel, seeds (melon, squash, pumpkins, bean, corn, sunflower, pea are preferable because of size and ease of recognition when emergine)
5. Filmstrips:
   a. Finding Out How Plants Grow, 581 F
   b. Agriculture, 630 A

Sub-Unit: Nutrition - Who Feeds Us?

1. The pupils will be able to state what work is done by the person we depend on for our nutrition.
2. Pupils will be able to explain the truth in this statement, "Our nutrition depends upon the work of many persons."

A. Criterion-Referenced Objectives:
   1. Having shared in the reading of the book, Nothing to Eat But Food, pupils will be able to tell how each level of occupation in primative food getting has its modern equivalent in the production and preparation of the food we eat.

B. Learning Activities:
   1. Pupils who have heard or read silently the book, Nothing to Eat But Food, will, upon teacher request, explain one of the following questions:
      a. Where did early man find the food that he needed and where does he get it today?
      b. Who now supplies the meat once brought in by primative hunters?
      c. How does modern man provide the great quantity of fruits and vegetables man once gathered from the wilderness?
      d. Tell what inventions were made to help produce more food by farming.
      e. How did the town market day get started?
      f. Why were spices very important as new lands were discovered?
      g. During the age of discovery many new foods came into use. Find out where we found the potato, coffee, chocolate, tea, bananas, pineapples, corn.
      h. Explain the "round up" and the "long drive" in the problem of getting meat to the people.
      i. What did ancient man do to make food keep? How do people today keep food from spoiling before we use it?

C. Materials:
   1. Nothing To Eat But Food by Frank Jupo, Aladdin Books, NY.

D. Evaluation:
   1. Pre Test:
      a. Ask pupils to tell what Indians (other primative men) did to procure their food, i.e., work roles.
      b. "What inventions can we think of that makes food getting easier today?"
   2. Post Test:
      a. Pupils compile a list for the board of work roles of primative man.
      b. Pupils keep, compile a board list of all inventions we have discussed or read about that makes modern food getting easier.

Sub-Unit: Nutrition-Foods at School

1. Pupils to taste a variety of raw foods and comment.
2. Pupils examine the school menu and tell what basic food groups the items represent.
3. Pupils will make booklets of favorite foods.

Sub-Unit Objective #1: Pupils to taste a variety of raw foods and comment.

A. Criterion-Referenced Objectives:
   1. During raw food sampling party pupils will experience new snack foods and be able to express preferences, acceptance or rejection.

B. Learning Activities:
   1. Pupils take part in snack time sampling parties featuring raw fruits and vegetables brought from pupils' home gardens or contributed by cooperating parents.
   2. Each pupil is to be free to express his reactions of either approval or rejection.
   3. Some pupils will relate proudly experiences of their own regarding use of home garden products.

C. Materials:
   1. Garden Products contributed by pupils, teacher and cooperating parents.
      NOTES: Autumn is the time of abundance when many people are happy to share surplus of garden produce. Some classes have successfully changed snack patterns by a series of tasting parties. Snacks that direct attention away from sweets are nutritionally sound.
      a. No sugar residue on teeth
      b. Provide roughage
      c. Breaks reliance on carbohydrates
      d. Supplies vitamins and minerals

Sub-Unit Objective #2: Pupils examine the school menu and tell what basic food groups the items represent.

A. Criterion-Referenced Objectives:
   1. Upon examination of the current school menu, pupils will be able to indicate orally which food item supplies which of the five basic requirements of nutrition according to posted food charts.

B. Learning Activities:
   1. A class discussion centered on the current school menus will enable pupils to indicate their favorite foods. Pupils will then consult posted standard food charts of basic foods to find what requirements his food choices satisfy in respect to proteins, carbohydrates, fats, vitamins and minerals.
      Throughout discussion and recitation constant consultation with the charts will be expected.

C. Materials:
   1. Extra current menus, office supplied.
   2. Standard food charts

Sub-Unit Objective #3: Pupils will make booklets of favorite foods.

A. Criterion-Referenced Objectives:
   1. Pupils will be able to make a booklet of pictures of favorite foods labeling correctly each food as basically a carbohydrate, a fat, a protein, or a vitamin-mineral food.

B. Learning Activities:
   1. Pupils using old supplied magazines will construct food booklets of cut out pictures showing their favorite meals, labeling each principle food shown as a carbohydrate, a protein, a mineral, a fat as a vitamin or combination.
   2. According to ability pupils may plan the booklet to cover only lunch, only dinner, only breakfast, or all three.
   3. As a classroom activity the project is easily coordinated with the art lesson.

C. Materials:
   1. A good supply of magazines such as "Woman's Day,""McCalls", "Red Book" .
   2. Standard Food Charts
   3. Construction paper (large)

Sub-Unit: Nutrition - Indian Food

1. Pupils will be able to state the kinds of food used by Indians and Americans.
2. Pupils will be able to tell how Indian food was prepared and compare with modern day work.

Sub-Unit Objective #1: Pupils will be able to state the kinds of food used by Indians and Americans.

A. Criterion-Referenced Objectives:
   1. Following field trip to museum of Indian artifacts and dioramas on Indian life pupils will be able to state what foods and plants the American Indians used.
   2. Pupils will be able to indicate orally which Indian foods are currently used in America and give reasons why some are not.

B. Learning Activities:
   1. Pupils on field trip to community museum of Indian artifacts discuss with guide and teacher the displays and dioramas of Indian life. Attention drawn to food plants used by American Indians before they were known by Europeans will help pupils recall for recitation. Pupils enumerate the common foods of today such as corn and beans of Indian origin.

2. Pupils will note that most Indian plant foods are in use today but some have dropped out of use, for example certain wild grains or seeds such as acorns. Discussion will include possible reasons for this.

C. Materials:
   1. Resource person: Museum guide
   2. Field trips to Museum of Natural History or local community museum of Indian Digs.
   3. Pictures of American Indian life.
   4. Books on American Indians (consult school librarian - listings usually extensive.)

Sub-Unit Objective #2: Pupils will be able to tell how Indian food was prepared and compare with modern-day work.

A. Criterion-Referenced Objectives:
   1. After viewing and hearing about Indian life pupils will be able to list orally or compile in writing (group work) the work tasks of Indians in food preparation.
   2. Pupils will be able to contribute to a discussion on parallel work roles in modern day food production.

B. Learning Activities:
   1. During the visit to the museum (see part I) attention should focus on the many tasks of manual labor performed by American Indians in food production and preparation.
      a. In the classroom, pupils will help compile a written list of such tasks.
      b. During followup discussion class members will contribute thoughts on modern equivalents of the work tasks compiled. Pestle + Mortar = the flour mill hand seeding and hoeing = automotive machines, etc.
      c. Effort must be made to show work roles were assumed by primative people and found rewarding just as modern day man takes work roles for the rewards and satisfactions.
      d. Pupils may wish to show pictures of Indians at work that they have found in persual of library books.

C. Materials:
   1. Museum of Natural History
   2. Field trip - local Indian Dig
   3. Library material on Indians (most school libraries have extensive material)

Unit Title: PHOTOGRAPHY

I. Unit Overview: Photography is one of the most popular hobbies in the United States. Thousands of pictures are taken each day and just about everyone uses a camera at some time. The child who learns to use the camera early, has the opportunity to become proffecient at something which he will in all probability use many time in his life. Some of the areas to be covered in this unit are the history of the camera, the parts of the camera, composition of a photograph, some different types of cameras, some common errors and how to avoid them and simple trick photography. This unit is designed for use with 30 third graders. Approximately 12 hours will be required to complete the unit.

II. Unit Content Outline:
A. History of the Camera
B. Parts of the Camera
C. Composition of a Photograph
D. Some kinds of Cameras
E. Common errors and how to avoid them
F. Career opportunities
G. Simple trick photography

II. Unit Objectives: The children will be able to...
1. discuss the major accomplishments in the overall development of the camera.
2. list the parts of the camera and describe in writing their functions.
3. organize the components of a photograph effectively.
4. list some of the different types of cameras and their special uses.
5. differentiate between some of the common errors made in taking photographs and the correct methods.
6. identify some of the career opportunities in photography.
7. describe how trick photographs were made.

IV. Unit Description:

Unit Objective #1: Children will be able to discuss the history of the camera.

A. Criterion-Referenced Objectives:
1. Child will be able to state the contributions of each of the following men: Johann Schulze, Lois Daguire, George Eastman, William Henry Fox Talbot, Frederick Scott Archer, Sir John, Frederick William Hersel, Mathew B. Brady, and Richard Leach Maddox.
2. Child will be able to match the contribution to the correct man, having been given a list of eight men who made contributions in the field of photography as well as a list of their contributions.

3. Child will be able to make a mural of the famous men mentioned above which shows the contributions of each man.
4. Child will be able to make a time line showing when each contribution was made.

B. Learning Activities: NONE

C. Materials:
1. paper for mural

Unit Objective #2: Children will be able to list the parts of the camera and their function.

A. Criterion-Referenced Objective:
1. Given a diagram of a camera and a list of the parts of the camera, the child will be able to label the diagram with 75% accuracy.
2. Given a camera the child will be able to name and point out ten parts of the camera.
3. Using the opaque projector the child will be able to name and point out ten parts of the camera from photographs of cameras.
4. The child will be able to collect and mount at least five pictures of cameras from magazines.

B. Learning Activities: NONE

C. Materials:
1. Photographs of cameras

Unit Objective #2: Children will be able to write parts of the camera and their function.

A. Criterion-Referenced Objective:
1. Given a list of the parts of the camera the child will be able to describe in writing the function of each part of the camera.

B. Learning Activities:
1. Bingo Game - Teacher holds up pictures of part of camera and if the child has the function to match on his bingo card he covers it up.

C. Materials:
1. function cards for Bingo
2. cover up cards
3. picture parts of camera

Unit Objective #3: Children will be able to organize components of a photograph effectively.

A. Criterion-Referenced Objective:
1. Given ten different objects placed on a piece of paper, the child will be able to construct three different balanced arrangements.

2. Child will be able to collect photographs from magazines and state the dramatic change that covering up a portion of the photograph makes.
3. Given a set of ten photographs including five which are not balanced arrangements, the child will be able to identify the unbalanced arrangements.

B. Learning Activities: NONE

C. Materials:
1. Five (5) balanced photographs, five (5) unbalanced photographs.

Unit Objectives #4: Children will be able to list some of the different types of cameras and their special uses.

A. Criterion-Referenced Objectives:
1. Child will be able to list seven basic types of cameras in writing.
2. Given the seven types of cameras, the child will be able to state their special use in writing.
3. Given a list of the seven basic types of cameras and a list of their special uses, the child will be able to correctly match the two lists.

B. Learning Activities: NONE

C. Materials: NONE

Unit Objective #5: Children will be able to differentiate between common errors made in taking photographs and the correct method.

A. Criterion-Referenced Objectives:
1. Given a set of ten photographs which includes examples of common errors and correct methods, the child will be able to identify the five (5) photographs that demonstrate correct techniques.
2. Child will be able to draw four representations of both correct and incorrect methods.
3. Child will be able to make a chart depicting six photographic errors and tell what should be done to correct each error.
4. Given a camera and film, the child will be able to take a picture. After the film is developed, the child will be able to state any errors in technique in his photographs.

B. Learning Activities:
1. Teacher will instruct the children to bring in photographs that either he or members of his family have taken that have an error in technique. Errors will be discussed with the class as a whole.

C. Materials:
   1. cameras
   2. film
   3. flash

Unit Objective #6: Children will be able to identify some of the career opportunities in photography.

A. Criterion-Referenced Objective:
   1. Child will be able to specify five (5) careers in photography.
   2. Child will be able to describe in his own words the educational requirements for becoming a photographer.
   3. Child will be able to discuss the type of work that each photographer would do.
   4. The child will be able to read a book on one of the careers in photography, and write a one page report on the area he has researched.
   5. Child will be able to write a composition on why he would or would not like to be a photographer.
   6. Child will be able to write a composition on what he thinks is the most important attribute of a good photographer.
   7. Child will be able to bring in photographs that they have at home and classify them according to what type of photographer would take this type of photograph.

Unit Objective #7: Children will be able to describe how some trick photographs were done.

A. Criterion-Referenced Objectives:
   1. Given ten trick photographs, the child will indicate verbally how all ten were made.
   2. The child will be able to collect and mount magazine pictures of trick shots and make a scrapbook of them.
   3. Child will be able to participate in attempting to identify how the trick shots that the other classmates have collected were produced.

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EVALUATION

I. Five photographs that the children have taken since the start of this unit will be evaluated for proper technique and general appeal of the photographs.

II. MATCHING:

1. Louis Daguire
2. Johann Schulze
3. George Eastman
4. William Henry Fox Talbot
5. Frederick Scott Archer
6. Sir John Frederick William Herschel
7. Mathew B. Brady
8. Richard Leach Maddox

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2) Physicist who found that chalk, metallic silver and acid turn dark when exposed to light.

1) Picture on a piece of metal

6) Astronomer who has probably the first to use the words "photograph", "negative" and "positive."

4) Light sensitive paper

5) Light sensitive glass

7) Wet Plate

3) Made picture-taking much more simple and convenient

8) Dry photograph

III. Write one sentence to explain each of the words in section three:

1. lens-
2. shutter-
3. iris-
4. film-
5. film rewind-

IV. Discuss five poor photographs you have seen and tell what was wrong with them.

V. List five careers in photography.

Unit Title: WATER

I. Unit Overview: This unit will cover the composition of water, the importance of water, the water cycle, water power, water related problems, dams and reservoirs, water pressure, water purification, water for recreational purposes and some information on oceanographers. This unit is intended for use with approximately 30 third graders. The approximate time for unit is 15 hours.

II. Unit Content Outline:
- A. Composition of Water
- B. Importance of Water
  1. Importance to animals
  2. Importance to plants
  3. Importance to industry
  4. Importance to fire prevention
- C. Water cycle
- D. Water power
- E. Water related problems
  1. Flooding
  2. Drought
  3. Pollution
- F. Dams and Reservoirs
- G. Water pressure
- H. Oceanographer
- I. Water for Recreation
- J. Water purification

III. Unit Objectives: The children will be able to...
1. explain the composition of water.
2. describe the importance of water.
3. summarize the water cycle.
4. indicate how water is used for power.
5. explain in their own words some water related problems.
6. discuss the importance of dams and reservoirs.
7. describe water pressure.
8. discuss some different types of oceanographer.
9. state how water is used for recreations.
10. describe water purification.

IV. Unit Description:

Unit Objective #1: Children will be able to explain the composition of water.

A. Criterion-Referenced Objectives:
1. Given the formula H_2O, the child will be able to state with 100% accuracy what each component of the formula represents.
2. The child will be able to write two facts or properties of each of the components of water and two facts about water itself, with 80% accuracy.

3. The child will be able to define surface tension.
4. The child will be able to write a paragraph on water's tendency to reach its own level.
5. Child will be aware that almost all water has minerals in it which usually are not harmful.
6. Child will be able to explain the three (3) states of water.

B. Learning Activities:
1. Teacher will demonstrate that an ant placed gently on the surface of a bowl of water will not drown because it does not break the surface tension of the water.
2. Teacher will demonstrate that a needle placed on the surface of a bowl of water will also not break the surface tension. But a needle placed on the surface of a bowl filled with soapy water will break the surface tension.
3. Teacher will demonstrate that a jar filled slightly above the brim with water will not overflow.
4. Child will be able to list an example for each state of water.
5. Child will place a dish with water in a warm place for several days. When all the water has evaporated, child will rub his finger over the plate and note his findings.

C. Materials:
1. Jars or bowls to be filled with water or soapy water
2. needle
3. ant

Unit Objective #2: Children will be able to describe the importance of water.

A. Criterion-Referenced Objective: Child will be able to...
1. list ten uses of water.
2. write a one page composition stating the consequences of a water shortage.
3. make a mural depicting ten uses of water.
4. state one way plants depend on water.
5. list two ways animals depend on water.
6. state orally two industries that require water for their operations.
7. describe the necessity of water for fire fighting.

B. Learning Activities:
1. Teacher will show filmstrip entitled, "Nothing Can Live Without Water" to class.

C. Materials:
1. "Nothing Can Live Without Water", Popular Science, New York, 1949 (333.9)